DOCUMENT RESUME

ED 036 561 TE 500 602

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TITLE	CURRICULUM PATTERNS IN ENGLISH: UNDERGRADUATE REQUIREMENTS FOR THE ENGLISH MAJOR. BULLETIN 1965, NUMBER 21.
INSTITUTION	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF EDUCATIONAL RESEARCH AND DEVELOPMENT.
PUB DATE	65
CONTRACT	OEC-33027
NOTE	71P.
AVAILABLE FROM	SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (GPO FS/5.233:33027, $.30)
EDRS PRICE	EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
DESCRIPTORS	*BACHELORS DEGREES, COLLEGE MAJORS, *COLLEGES, COURSES, CREDITS, CURRICULUM, *DEGREE REQUIREMENTS, DEGREES (TITLES), *ENGLISH, ENGLISH CURRICULUM, GRADUATION REQUIREMENTS, NATIONAL SURVEYS, SAMPLING, *SCHOOL SURVEYS, STATISTICAL STUDIES, SURVEYS, UNIVERSITIES

ABSTRACT

CONSIDERING CURRICULUM TO BE AT THE HEART OF AMERICAN EDUCATION, AN EFFORT TO DETERMINE THE TRENDS IN AND NATURE OF ENGLISH INSTRUCTION IN HIGHER EDUCATION IS BASED ON A NATIONWIDE SURVEY OF GRADUATION REQUIREMENTS OF 254 COLLEGES AND UNIVERSITIES FOR: (1) THE BACHELOR OF ARTS (B.A.), (2) THE BACHELOR OF SCIENCE (B.S.), AND (3) THE BACHELOR OF EDUCATION (B.ED.) PROGRAMS. THREE MAJOR AREAS FOCUS ON: (1) STATISTICAL DATA, ESPECIALLY FOR THE HUMANITIES, (2) TRENDS IN CURRICULUM PATTERNS, AND (3) RECOMMENDATIONS CONCERNING REQUIREMENTS AND FURTHER STUDIES. DATA COVERING CREDITS, MATHEMATICAL SUBJECTS, NATURAL SCIENCES, SOCIAL SCIENCES, OTHER REQUIREMENTS, THE MINOR AND ELECTIVES, PHYSICAL EDUCATION, AND ROTC ARE EXAMINED. CHANGES IN REQUIREMENTS LEAD TO DISCUSSION OF SPECIAL PROGRAMS, METHODS, REQUIREMENTS, AND TECHNOLOGY. TWELVE TABLES AND SEVERAL FIGURES ILLUSTRATE INSTITUTIONAL DISTRIBUTION AND ALLOCATION OF CREDITS IN VARIOUS SUBJECT AREAS DURING THE 1962-63 SCHOOL YEAR. (RL)

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OE–33027
Bulletin 1965, Number 21

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Curriculum Patterns in English

Undergraduate Requirements for the English Major

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A publication of the

BUREAU OF EDUCATIONAL RESEARCH AND DEVELOPMENT

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Superintendent of Documents Catalog No. FS 5.233 :33027

U.S. GOVERNMENT PRINTING OFFICE

WASHINGTON : 1965

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 Price 30 Cents

FOREWORD

From the medieval debates about the trivium and the quadrivium to the modern declarations of President Hutchins and Admiral Rickover, controversy about an appropriate curriculum for the education of youth has reflected the changing structure and philosophy of society. Forming and reforming the curriculum occupies much time of the faculty members on every campus, but private citizens, business and industry, and governments on all levels are also gravely concerned with the college curriculum.

Although modern educational literature is full of generalizations about curricular requirements in higher education, they tend to be based on small surveys of impressionistic reporting. The enormous number of institutions of higher education and the great diversity of college programs make an adequate survey, even by means of sampling procedures, an expensive and laborious enterprise. But the curriculum is at the heart of education. To truly understand the nature and trends of higher education in America, one must obtain trustworthy data about graduation requirements. To furnish such data on the English major is the purpose of this report.

No comparable data based on so wide and careful a sampling have hitherto been available to English departments, deans, curriculum committees, and faculties. Although curriculum design should reflect an institution's own objectives and the special needs of its clientele, for those engaged in the never-ending process of curriculum building, comparative data often serve to stimulate thought.

HAROLD A. HASWELL, *Director*
(*Educational Research Information Center*)

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Introduction

HOW THE SURVEY WAS CONDUCTED

This report of curriculum patterns in English is based on a survey of requirements for graduation in representative Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and teacher education (B. Ed.) programs. Great effort was expended to secure data from an appropriate probability sample of American colleges and universities, so that the results would be representative in respect to type, size, and geographical location.

The findings are somewhat more representative of larger than of smaller departments because the sample included a higher proportion of larger than of smaller institutions. However, certain key figures among the findings were recalculated (i.e., appropriately inflated) in such a way as to give full representation to the smaller departments. Since no important differences were found between the recalculated findings and the comparable figures included in this report, no attempt has been made to inflate the body of the data.

The sample was selected from the 696 liberal arts institutions and 143 universities awarding bachelor's degrees in English which are listed in *Earned Degrees Conferred, 1959-60.*[1] Liberal arts institutions were arranged into two groups based on the number of degrees awarded: Group I, 1-24 degrees; and Group II, 25 degrees or more. Approximately one-fourth (i.e., 145) of the 598 institutions in Group I and one-half (i.e., 48) of the 98 institutions in Group II were selected. In constructing the sample for departments in universities, approximately one-half (i.e., 74) of the universe was used. Thus, the sample consisted of 267 departments (see table 1, page 2).

Of the 267 departments receiving questionnaires on English, only 6 did not reply. Four respondents declined to participate, and one did not return the completed questionnaire until after the tabulation was finished. In all, 254 usable questionnaires were re-

[1] Wayne E. Tolliver, U.S. Department of Health, Education, and Welfare, Office of Education. *Earned Degrees Conferred,* 1959-60 (OE-54013-60). Washington: U.S. Government Printing Office, 1962. 207 p.

turned, or approximately 96 percent of the sample. The survey is thus based on the practices of 254 institutions.[2]

A number of English departments would have preferred other classifications of knowledge than the one appearing on the questionnaire. Many regard history as one of the humanities, rather than as a social science, for example. Nevertheless, by the exercise of ingenuity and at the expense of a number of compromises, 254 institutions were able to describe their curriculums reasonably well by means of the classification used in the questionnaire (see Appendix).

Of the 254 institutions responding, 23 offered the B.S. degree to students majoring in English; 247, the B.A. degree; and 199, various degrees in English Education, some more than one, the most common being the Bachelor of Education. For convenience, any 4-year teacher education degree in English, however labeled, reported by a responding institution will be referred to as "B. Ed." Fifth-year programs reported in addition to the 199 were not included in the tabulations because they were not statistically comparable. As their explanations accompanying the questionnaires made evident, institutions having more than one kind of degree in education tended to report the one program most commonly followed by those intending to teach English or the pattern for English teachers that the institution recommends. In general, the patterns of requirements reported for teachers of English in secondary schools were neither more nor less homogeneous than those for the B.A. degree, after the fifth-year programs were excluded.

***Table 1.*—Distribution of the 267 institutions included in the sample, by type of institution and number of bachelor's degrees in English conferred: Aggregate United States, 1959-60**

Liberal arts colleges conferring:			Institutions included in sample		
1-24 degrees	25 or more degrees	Total (1 or more degrees)	Liberal arts colleges	Universities	Total
[1]598	[2]98	696	193	[2]74	267

[1] Sampling ratio for this category: ¼ [2] Sampling ratio for this category: ½

Note: This study was part of a larger one investigating 12 fields of study. Where the system of random starts brought up the name of an institution 5 or more times, the additional questionnaires were not sent. The number affected by this constraint was very small — in English, apparently 5.

[2] For more detail on the sampling plan, also see the summary report on the larger survey *Undergraduate Curriculum Patterns*, ed. by Harold A. Haswell and Clarence B. Lindquist.

Part I. STATISTICAL DATA

Kinds and Numbers of Credits in Use

The three different credit units used by the responding institutions were, in order of frequency, the semester-hour, the quarter-hour, and the course. The number of hours or courses required for graduation varied greatly.

Table 2 shows that the semester-hour is still by far the most common credit unit in American colleges and universities. Except for institutions which grant the B.S. degree in English, about 7 of every 8 institutions use the semester-hour. Even in B.S.-granting institutions, nearly 2 out of every 3 use the semester-hour. The quarter-hour is most common in State institutions such as the land-grant colleges and State universities. Many of the institutions granting the B.S. in English were first established as State technological and agricultural colleges, and some of them are not yet authorized to grant B.A. degrees. Instead, they grant the B.S. degree in the social sciences and humanities. This circumstance explains the greater concentration of institutions using the quarter-hour in connection with the B.S. degree. The use of the course unit is still unusual in American colleges and universities.

Table 3 shows how erroneous is the common idea that a requirement of 120 semester-hours or 180 quarter-hours is standard for the bachelor's degree. This number is the *minimum* of all the cases reported, as the "L" figures show. The reader can see the range of requirements by comparing the "L" and "H" figures: for both the B.S. and B.Ed. degrees in English, there is a range of 26 semester-hours; and for the B.A., a range of 19 semester-hours, even though the number of B.A.-granting respondents outnumbers the total number of B.S.- and B.Ed.-granting respondents combined. In teacher education programs this is not surprising, for in many cases it appears that a substantial portion of the teacher education requirements are added to the rest of the graduation requirements. Theoretically students can graduate in four years in

***Table 2.*—Number of responding institutions (departments), number of programs, and percent of programs, by type of degree and credit unit: Aggregate United States, 1962-63**

Line no.	Type of degree	Total, all systems	Semester unit	Quarter unit	Course unit
			NUMBER OF INSTITUTIONS		
1	All institutions	254	217	29	8
2	B.S. only	0	0	0	0
3	B.A. only	52	41	5	6
4	B. Ed only	2	1	1	0
5	B.S. and B.A.	3	3	0	0
6	B.S. and B. Ed.	5	2	3	0
7	B.A. and B.Ed.	177	160	15	2
8	B.S., B.A., and B.Ed.	15	10	5	0
			NUMBER OF PROGRAMS[1]		
9	All programs	469	402	57	10
10	B.S.	[2]23	15	8	0
11	B.A.	[3]247	214	25	8
12	B.Ed.	[4]199	173	24	2
			PERCENT OF PROGRAMS		
13	All programs	100	86	12	2
14	B.S.	100	65	35	0
15	B.A.	100	87	10	3
16	B.Ed.	100	87	12	1

[1] The total number of programs exceeds the total number of institutions, since many institutions offer more than one type of program.
[2] This figure is the sum of lines 2, 5, 7, and 8.
[3] This figure is the sum of lines 3, 5, 7, and 8.
[4] This figure is the sum of lines 4, 6, 7, and 8.

such programs, but there was evidence on questionnaires and in catalogs to suggest that, in actuality, students frequently spend one or more extra summers in school in order to spread out the extra load. Heavy requirements are particularly common in institutions requiring many hours of philosophy and religion. The combination of such courses with education requirements especially tends to inflate the number of hours needed for graduation.

The spread between the extremes is also evident in the institutions using the quarter-hour, with the variation being slightly less, as one would expect, since fewer institutions use this unit.

In terms of semester-hours, the spread between the "H" and "L" figures for these schools would amount to about 16 hours for the 8 B.S. programs, 12 hours for the 25 B.S. programs, and nearly 22 hours for the 24 B.Ed. programs.

***Table 3.*—Number of credits required for graduation with an English major, by type of credit unit and degree: Aggregate United States, 1962-63**

Code symbol	Semester-hours			Quarter-hours			Course units		
	B.S.	B.A.	B.Ed.	B.S.	B.A.	B.Ed.	B.S.	B.A.	B.Ed.
M	128	126	127	193	188	191	0	32	38
H	146	139	146	204	198	212	0	48	48
D9	136	132	134	*	194	204	0	*	*
D5	128	126	128	*	190	192	0	*	*
D1	120	120	122	*	180	180	0	*	*
L	120	120	120	180	180	180	0	29	29

Code: M — the mean or average of the numbers in the array.
H — the highest number in the array.
D9 — the number that best represents the level above which approximately 10 percent of the total number of cases fall.
D5 — the number that best represents the midpoint in the array.
D1 — the number that best represents the level below which approximately 10 percent of the total number of cases fall.
L — the lowest number shown in the array.
* — numbers too small to warrant this treatment.

Because extreme cases can often give rather an unrepresentative picture, figures have also been supplied that enable the reader to consider the central 80 percent. Though the differences are less marked, the variations between the 1st and 9th deciles are still substantial. In all three types of program, they amount to what would ordinarily be considered approximately a semester's work. In the B.S. programs, the difference amounts to 16 semester-hours, and in B.A. and B.Ed. programs, to 12.

The arithmetic means and the medians confirm that American colleges and universities require substantially more credits than 120 semester-hours or 180 quarter-hours. For the B.S. programs, 128 semester-hours represents both the mean and the median (D5); for B.A. programs, the mean and median are both 126; and for teacher education programs, the mean is 127 semester-hours, and the median, 128. There appears to be no reason to believe that total graduation requirements in terms of hours would vary

significantly from major to major. These figures for English majors then probably are representative of the general practice of American colleges and universities in respect to hours required for graduation, particularly in B.A. and teacher education programs. The figures for the B.S. degree are less conclusive because of the much smaller sampling.

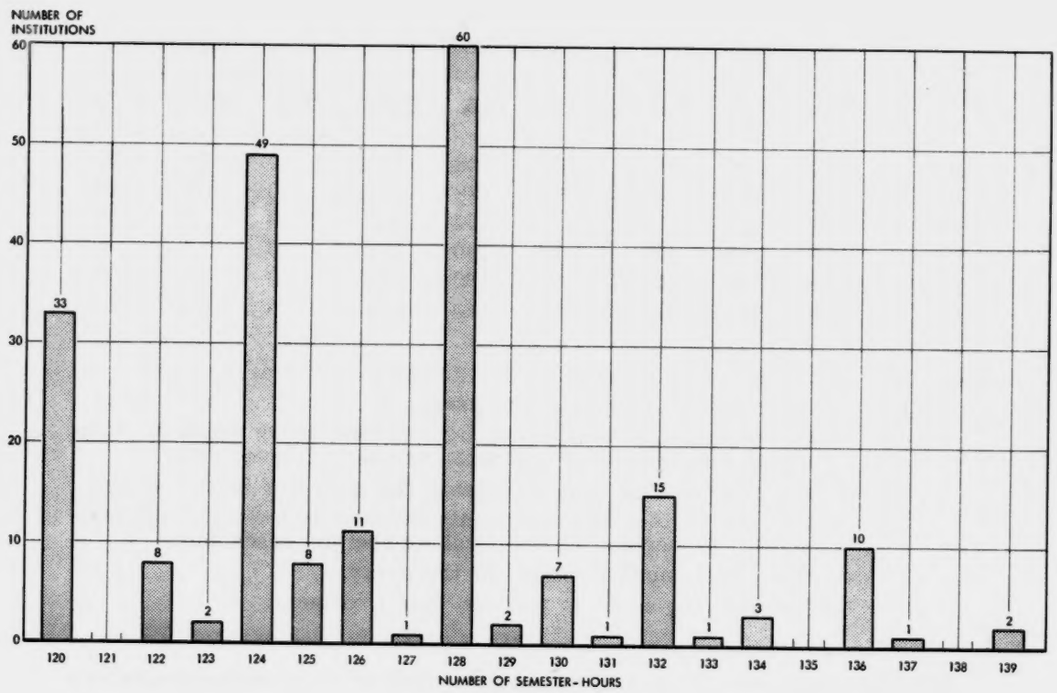


***Figure 1.*—Number of semester-hours required for graduation in 214 institutions granting B.A. degrees in English.**

One other point might well be made about the distribution of the number of hours for graduation (see figure 1). The variations in total requirements are not evenly spread among the institutions so as to form a continuum, but rather, are concentrated to a great extent around certain figures resulting from characteristic educational decisions. For example, many colleges have decided to give credit for physical education. This decision often leads to a total requirement of 124 semester-hours for graduation, neither more nor less. A group of colleges under the same religious sponsorship may all require a traditional number of hours for religion and religiously oriented philosophy. This leads to a concentration

around a specific number of hours for graduation, rather than anything in between. In other words, the distribution is far from random.

Of the institutions granting B.A. degrees in English and using the semester-hour, 73 percent fall into one of four categories of total requirements for graduation: 120 semester-hours, 15 percent; 124 semester-hours, 23 percent; 128 semester-hours, 28 percent; and 132 semester-hours, 7 percent. The distribution of quarter-hour requirements for B.A. degrees in English is concentrated at identical points, except for an absence of bunching at the equivalent of 132 semester-hours. Sixty-four percent of these institutions fall into one of three categories of total requirements for graduation: 180 quarter-hours, 20 percent; 186 quarter-hours, 12 percent; and 192 quarter-hours, 32 percent. Thus, 66 percent of the institutions expressing graduation requirements for the B.A. degree in terms of semester-hours and 64 percent expressing them in terms of quarter-hours fall at one of three identical levels. Each level roughly represents a group of institutions adhering to related curricular traditions or patterns.

Institutions requiring 120 semester-hours are less likely to give credit for such courses as physical education, orientation, or guidance, and in general seem less likely to offer courses of this sort than the others. Institutions requiring a figure of 128 semester-hours or close to it are likely to have added these or other new courses to the curriculum while retaining all or most of their previous requirements. Institutions requiring more than 128 semester-hours for the B.A. degree (non-teaching) are likely to have religious sponsorship and to augment the ordinary requirements with additional courses in religion and religiously oriented philosophy. A moot question among church-related institutions is whether, if a course is worthy of credit, it should not find a place within the regular curriculum, that is, within the usual number of hours required for graduation.

The evidence presented in this section tends to bear out such critics as Beardsley Ruml and Donald H. Morrison, who, in their *Memo to a College Trustee*,[3] contend that colleges have increased their operational expenses by expanding their graduation requirements. Taking 120 semester-hours as the former norm, one can say that, by adding an average of 6 to 8 semester-hours (depending on the degree program), colleges have increased their instructional expenses by an average of 5 to nearly 6.7 percent.

[3] Beardsley Ruml and Donald H. Morrison, *Memo to a College Trustee*. (Report prepared for the Fund for the Advancement of Education) New York: McGraw-Hill, 1st Ed., 1959. 94 p.

Determining a Standard Unit for This Report

It was necessary to find a method to make the data comparable, whether recorded on questionnaires in terms of the semester-hour, the quarter-hour, the course unit, etc. The decision was made to express requirements in terms of the percentage they represent of the total number of hours required for graduation. Thus, 12 semester-hours would be 10 percent of a 120 semester-hour graduation requirement, as 18 quarter-hours would be of a 180 quarter-hour requirement. This procedure provided a clear standard for comparison of the relative emphases on the major and various required courses and electives within the total degree program.

Humanities

English

The one item about the English major provided by the statistical part of the questionnaire (see Appendix) is its total size, i.e., the total number of credit-hours required in English. A breakdown of the major distinguishing (a) the general-education requirements (e.g., freshman English and the required sophomore literature courses) from the rest of the major and (b) the details of the requirements within the major would have been desirable; for reasons of economy, however, the three humanities majors sampled in the total survey (English, Spanish, and speech and drama) were reported on the same questionnaire form, with only the title of the questionnaire changed. The variations in size of the major from campus to campus and from degree to degree are shown in table 4.

The number of degrees reported obviously is more than the 254 institutions responding. A few institutions confer both the B.A. and B.S. degrees in English, and most of the institutions conferring B.A. or B.S. degrees in English also confer a B.Ed. in English.

There is a close correspondence between the average emphasis on the major in the three types of degree program, the average for all kinds of degrees being 27 or 28 percent of the total number of hours required for graduation. Table 3 shows that the mean number of hours required for graduation is 128 for the B.S., 126 for the B.A., and 127 for the B.Ed. programs, respectively. The common assumption that students preparing to teach English

***Table 4.*—Credits allocated to English, as percents of total credits required for graduation with an English major, by type of degree: Aggregate United States, 1962-63**

Code symbols	Type of degree		
	B.S. (23 programs)	B.A. (247 programs)	B.Ed. (199 programs)
M	27%	28%	27%
H	32	45	41
D9	31	33	32
D5	28	27	27
D1	19	23	22
L	18	16	14

Note: For an explanation of the code symbols, see table 3.

in the schools *cannot* get a proper-sized major because of the number of hours required in Education does not stand analysis. The difficulty lies instead with the number of graduates with minors or less than minors in English who are hired to teach the subject. To generalize, one can say that the size of the average English major, regardless of the name of the degree, is equivalent to approximately 34 to 35 semester-hours, including freshman and sophomore courses.

After looking at the mean, it is useful to refer to the D5 figures, or median of the array. In a symmetrical distribution, we would expect to find the mean and the median values nearly identical, as they are in this instance. The median for the B.Ed. programs is the same as the mean, and the medians for the B.S. and B.A. degrees are only 1 percent higher and lower than the relevant mean, respectively.

Next, by comparing the "H" and "L" figures, we can see the rather startling range in size of requirements for the major. The extremes in the three programs dramatize the diversity of views in the profession about how much of the college program should be devoted to the major field of study. But it is dangerous to generalize about the major from the extreme cases. The reader can gain a much fairer view of the practices in English departments by eliminating the top and bottom 10 percents, i.e., the extreme cases. By comparing the D9 and D1 figures, one can see the range into which approximately 80 percent of the cases fall.

Thus one can see that, among most English departments, the range in size of the major is much less than the extremes would

suggest: from 19 to 31 percent of the hours required for graduation in B.S. programs, from 23 to 33 percent in B.A. programs, and from 22 to 32 percent in B.Ed. programs. One could safely assert that in most American colleges and universities, requirements for the English major vary from 28 to 29 semester-hours to 41 or 42, or slightly more than 2 full-year courses. Although this is still a substantial variation, it represents a comprehensible difference in emphasis, whereas the variation between the extremes seems anarchic.

One further exploration was made—to see if there were substantial regional differences in the credits required in English. For this purpose the exploration was restricted to B.A. programs. The country was divided into four regions: North Atlantic (Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia); Great Lakes and Plains (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin); Southeast (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia); and West and Southwest (Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming, Alaska, and Hawaii). Two outlying districts were also included.

In general it appears that the regional variations in the number of credits required in English are not great. The "M" figures in table 5 show the heaviest concentration of English requirements to be in the programs of the North Atlantic and of the outlying districts: 29 percent. The smallest concentration, 26 percent, is in the Southeast. In terms of an average, or 126 semester-hour, degree requirement, the variation amounts to less than one 4-hour, 1-semester course.

The D-5 figures follow the same pattern, except that the Great Lakes and Plains region falls from a mean of 27 percent to a median of 26 percent. This would indicate that about half of the colleges and universities in the region fall at this level or below it. A few programs with extremely light requirements in English for an English major, combined with a number of programs with substantial though not excessive requirements, caused the 1 percent difference between the mean and the median.

In every region most institutions, those within the central 80 percent, seem to reflect a reasonably consistent idea of how large a major should be, as can be seen by comparing the D9 and D1

Table 5.—**Credits allocated to English, as percents of total credits required for B.A. degree with an English major, by region: Aggregate United States, 1962-63**

Code symbols	North Atlantic (67 programs)	Great Lakes and Plains (76 programs)	Southeast (58 programs)	West and Southwest (44 programs)	Outlying districts (2 programs)	Total U.S. (247 programs)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
M	29%	27%	26%	28%	29%	28%
H	40	39	42	44		45
D9	34	32	32	34		33
D5	29	26	26	28		27
D1	24	23	23	23		23
L	17	19	16	16		16

Note: For an explanation of the code symbols, see table 3.

figures. At least 90 percent of the institutions insist that the program for an English major contain 29 or more semester-hours in a 126-hour degree program; and at least 90 percent agree that the minimum requirement should not exceed 43 semester-hours.

Unfortunately, the questionnaire offers no systematic data on the content of the major. Some information about trends, garnered from responses to the nonstatistical part of the questionnaire, will be reported in the final sections of this study.

Humanities Other Than English

The distribution of requirements in Humanities Other Than English in the three types of degree program covered by this survey is displayed in table 6.

Art and Music

In many of the schools covered in this survey, alternative requirements were presented. This was particularly likely to happen in art, music, and speech and drama (especially drama). In such cases, throughout the survey the assumption was made that students were equally likely to elect any one of the choices. Consequently, if 3 credit-hours were required in art, music, or speech and drama, then 1 hour of the requirement was arbitrarily assigned to each, and this figure was later converted into a percentage of the total number of hours required for graduation. On any specific campus, such an even distribution is unlikely, but short of discovering the enrollment figures for each course in each institution, there appeared to be no more suitable way to divide up the portions of each group requirement.

The survey makes quite clear that little emphasis is placed on courses in art and music as graduation requirements in most American colleges and universities. In fact, as the D5 (midpoint, or median) figures show in B.S., B.A., and B.Ed. programs alike, at least half—the actual number is more than half—of the programs require no art or music whatsoever, even as part of a group requirement. Even at the 9th decile, the requirement for the three types of program in both art and music is only 2 percent of the total number of hours required for graduation, a percentage equal to only about 2½ semester-hours in a 126 semester-hour degree program. The largest emphasis in the B.A. and teacher education programs is only 5 percent of the total degree require-

***Table 6.*—Credits allocated to the Humanities Other than English, as percents of total credits required for graduation with an English major, by type of degree: Aggregate United States, 1962-63**

Curriculum	No. of programs	Code symbols	Percent of required credits allocated to:				
			Art	Foreign languages	Music	Philosophy	Religion
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
B.S.	23	M	.6	5.0	.7	4.8	4.2
		H	2	13	2	21	13
		D9	2	13	2	19	13
		D5	0	5	0	0	2
		D1	0	0	0	0	0
		L	0	0	0	0	0
B.A.	247	M	.7	8.9	.5	3.9	4.0
		H	5	24	3	21	14
		D9	2	14	2	12	12
		D5	0	9	0	2	2
		D1	0	5	0	0	0
		L	0	0	0	0	0
B.Ed.	199	M	.8	7.0	.5	3.5	4.2
		H	5	15	3	20	14
		D9	2	12	2	11	12
		D5	0	8	0	2	3
		D1	0	0	0	0	0
		L	0	0	0	0	0

Note: For an explanation of the code symbols, see table 3.

Table 6.*—Credits allocated to the Humanities Other than English, as percents of total credits required for graduation with an English major, by type of degree: Aggregate United States, 1962-63—*Continued

Curriculum	No. of programs	Code symbols	Percent of required credits allocated to: Speech and drama	"General humanities"	Other specified humanities	Unspecified humanities	Total, humanities other than English	Total, humanities including English
(1)	(2)	(3)	(9)	(10)	(11)	(12)	(13)	(14)
B.S.	23	M	1.2	0	0	1.0	18	45
		H	5	4	4	6	42	70
		D9	3	0	1	6	41	63
		D5	2	0	0	0	15	41
		D1	0	0	0	0	5	30
		L	0	0	0	0	4	25
B.A.	247	M	1.0	1.2	.7	.7	22	50
		H	8	30	18	20	55	83
		D9	3	5	1	0	36	63
		D5	0	0	0	0	20	48
		D1	0	0	0	0	11	38
		L	0	0	0	0	0	27
B.Ed.	199	M	1.5	1.1	.4	.6	20	47
		H	11	18	9	10	45	73
		D9	3	5	1	0	32	60
		D5	2	0	0	0	19	46
		D1	0	0	0	0	9	34
		L	0	0	0	0	0	19

Note: For an explanation of the code symbols, see table 3.

ments. In most institutions then, unless a student majoring in English has chosen art or music as electives or unless these subjects were treated in a required general-education course, one can safely assume that he has not received any college-level instruction in either art or music.

Foreign Languages

It should be noted that the kind of statistical treatment necessitated by the questionnaire form tends to understate the current emphasis on languages. A considerable number of institutions base their minimum requirements on the supposition that entering students have already studied one language, or possibly two languages, for 2 to 3 years. Students without such preparation are sometimes permitted to enter, but are required to make up their deficiencies by studying more language than the listed minimum requirement. Although students who have attained a high level of proficiency before college are sometimes excused from further language study, remarks on the questionnaires, together with correspondence and study of catalogs, make clear that the survey data underestimate rather than overestimate the expected amount of language study. The periodic surveys published by the Modern Language Association in *PMLA* represent in some ways a more sophisticated report of the situation than is possible here. But even with this acknowledgment, the results of this survey are interesting because they contrast the three types of degree program, something not attempted in the Modern Language Association reports.

One of the most marked differences among the B.S., B.A., and B.Ed. degree programs is their relative emphasis on language study. This variation is indicated both by mean and median scores, as shown by the "M" and "D5" scores for the three degree programs (see table 6, col. 5). The least emphasis occurs in B.S. programs for English majors, where both the mean and median are only 5 percent; by contrast, both the mean and median for B.A. programs are about 9 percent. B.Ed. programs occupy roughly a middle ground, with a mean of 7 percent and a median of 8 percent.

It is somewhat disturbing to note, in the D1 figures, that 10 percent or more of the B.S. and B.Ed. programs have no foreign language requirements, despite the heavy emphasis given to such study in recent years. For some institutions that give both degrees, the omission of language study is one of the major differences between the B.S. and B.A. degree.

Philosophy and Religion

The enormous variation in requirements in philosophy (col. 7) and religion (col. 8) is not really surprising; it is easily accounted for by the sizable number of religiously oriented institutions of higher learning in this country, which are appropriately represented in the sample. In the B.S. degree programs, a philosophy requirement is clearly uncommon. But among the 23 B.S. programs are a few that are offered at religiously supported institutions that still reserve the B.A. degree primarily for the classically oriented curriculum. These particular institutions, which represent only some of the religiously supported schools, maintain their religious and philosophical emphasis for the B.S. degree while reducing their requirements in classical studies, so that their B.S. degree becomes like the B.A. degree of most other religiously sponsored institutions.

In the figures for both philosophy and religion, one finds a marked difference between the means and the 5th decile, or median, scores. The distribution is obviously non-symmetrical, a result of the presence of a strong minority of religiously sponsored or oriented institutions. The median scores suggest that there are more institutions that require at least one 1-semester course in philosphy and religion than institutions which do not. But the high and 9th-decile scores show some institutions having very high requirements in both philosophy and religion, amounting in a number of cases to a fifth of the curriculum for philosophy and nearly one-seventh for religion. These high requirements, which are sufficient to make the means approximately twice as large as the medians in most of the six cells devoted to philosophy and religion in the table, counterbalance the absence of any philosophy or religion requirement that is found in a substantial minority of programs.

If one excludes the institutions related in some way to religious organizations, whether by history or current control, he must conclude that philosophy and religion have lost their ancient hold. As we shall see later, the median scores for physical education, a relative newcomer to the college curriculum, are approximately identical with those for either philosophy or religion.

Two other observations might be offered at this point. First, that the median scores for philosophy are the same in B.A. and B.Ed. degrees—2 percent of the total number of hours required for graduation—suggests that when philosophy of education is offered, it must ordinarily be counted as a course in Education.

Second, the slightly higher median for religion in teacher education—3 percent rather than 2, as in the B.S. and B.A. programs—probably results from the strong tendency of religiously oriented institutions to offer teacher education degrees.

Speech and Drama

The combination of speech and drama in the questionnaire raised certain problems. On many campuses these courses are provided by separate departments; further, a number of respondents reported having an alternative or group requirement in the fine arts that allowed the student to choose drama, art, or music, but seldom speech. The function of the speech course appeared rather to be a "practical" one, comparable to that of freshman composition on many campuses.

The differences among the three degree programs are clearly marked. Fewer than half of the B.A. programs require any work in speech and drama; the 10 percent setting the heaviest requirements in these subjects allot only 3 to 8 percent of the curriculum to them. By contrast, more than half of the B.S. and B.Ed. programs for English majors devote at least 2 percent of the curriculum to them. However, since even at the 9th decile the level is only 3 percent, as in the B.A. programs, for most students the requirement clearly amounts to a single 2- or 3-hour course for one semester; for those in programs near the 9th decile, it could rise to two 2-hour semester courses. Even in B.Ed. programs, the number of institutions having no requirements in speech and drama for students majoring in English is sizable, as shown by the low mean score of 1.5 percent.

"General Humanities"

Regardless of the extensive literature about "general" courses in the humanities as part of a general-education program, this movement has not exerted a strong effect on the practices of most American colleges and universities. The number of institutions covered by the survey offering such programs for a B.S. degree with an English major was insignificant. As the median (D5) scores show for both the B.A. and B.Ed. degree programs, such courses are not ordinarily required. One needs to go to the 9th decile before he finds a figure as high as 5 percent of the graduation requirements in either the B.A. or B.Ed. programs. A few institutions are very heavily committed to the "general

humanities" approach, as the highs of 30 percent for the B.A. and 18 percent for the B.Ed. indicate, but these institutions offer atypical degree programs.

Miscellaneous Humanities

As the many zeros and low figures in columns 11 and 12 of table 6 ("Other specified humanities" and "Unspecified humanities") show, most institutions state their requirements in terms of the subjects already discussed. A few deviate sharply from this generalization, as the "H" figures show. The tendency not to spell out humanities requirements was a little stronger in B.S. programs, but most institutions gave fairly specific guidance on the choices allowed to satisfy requirements in the humanities.

Total Requirements in Humanities (Except English)

Combining the requirements and rounding to whole numbers we find that, on the average, approximately 18 percent of the total credits for graduation are allocated to Humanities Other than English in the B.S. programs, 20 percent in the B.Ed. programs, and 22 percent in the B.A. programs. The smaller emphasis on humanities in B.S. programs reflects decidedly smaller foreign language requirements, and this same factor is primarily responsible for the somewhat lower requirements in B.Ed. than in B.A. programs.

A review of the composition of the sampling group reveals the heterogeneous character of the B.S. degree in English. Institutions granting this degree fall into three groups: (1) land-grant colleges or State universities not authorized to grant the B.A. degree, whose requirements tend to resemble those for the B.A. degree in non-religiously sponsored institutions, though their stress on languages may be slightly less and on mathematics and science slightly greater; (2) institutions which grant both the B.A. and B.S. degree in English, but which use the B.S. degree as a way of allowing students to avoid language requirements and, sometimes, even some mathematics and science requirements; (3) religiously oriented institutions that retain the B.A. for classical studies and award a B.S. degree for the "new" majors, such as English, history, or sociology. This last group tends to maintain strong language requirements, as well as the full requirements in philosophy and religion characteristic of their B.A. degree. The result is to place enormous emphasis on the humanities.

It would be dangerous then to judge the character of a B.S. degree in English without knowing the type of institution which granted it. The possessor of the degree might have followed a rather standard curriculum; or one light in language, science, philosophy, or all three, but heavy in electives; or one very heavy in languages, philosophy, and religion; or, more often, one with considerable emphasis on science and mathematics but less in the humanities.

Total Humanities Requirements (Including English)

Examination of the *total* humanities requirements for a bachelor's degree in English dramatizes the enormous diversity of American educational programs (the total humanities requirements are the requirements in Humanities Other than English combined with the specific requirements in English; see col. 14, table 6). The extreme differences in emphasis among the various institutions emerge most startlingly when considered from this viewpoint. The highest concentrations leave little room for any study outside the humanities, and the lowest, considering that English itself is included, are *so* low as almost to strain belief.

From the lowest to the highest humanities requirements in teacher education programs, there is a range amounting to more than half of an entire 4-year, bachelor's degree program. This may help explain why many school administrators and State educational authorities question Dr. Conant's faith that, left to their own devices, American schools and colleges can come up with a reasonable program for preparing teachers. But Dr. Conant's defenders could make the rejoinder that the enormous diversity reported in this survey grew up *despite* the influence of certification requirements in each State, of a national association to accredit teacher education, and of regional associations of schools and colleges covering the country. Clearly, even granting the desirability of diversity and of freedom for experimentation, the situation is out of hand. A great deal more hard thinking about the role of the English major and the humanities is needed.

Unable to derive from these figures any sense of assurance that American educators as a group have a coherent philosophy of education, one turns for comfort from the extremes to the figures for the central 80 percent. But the result is still chaotic: the range is equal to a fourth or nearly a third of the total credits required for graduation, depending on the degree program. It is greatest in the B.S. programs: from 30 to 62 percent of the total credits

required for graduation. The range for the B.A. and B.Ed. is almost the same: from 38 to 63 percent in the former and from 34 to 60 percent in the latter.

For reasons already discussed, the average and median scores, except in the B.S. programs, are quite close, indicating a fairly normal distribution of scores. In the B.S. programs, the midpoint is 41 percent, but the mean rises to 45 percent because of the presence of a number of institutions with extremely high requirements in the humanities, particularly philosophy and religion. The same factor operates less dramatically in the B.A. and B.Ed. programs, the mean and median for the former being 50 percent and 48 percent, respectively, and for the latter, 47 percent and 46 percent, respectively. Again we see that although the typical teacher education program places less emphasis on the humanities than does the B.A. program, the quantitative difference is slight, certainly not enough to justify the vehemence of current public criticism. The survey of course casts no light on the number of *ad hoc* courses that may have been classified by responding institutions as part of the humanities or the major, another debated question.

Mathematical Subjects and Natural Sciences

Mathematical Subjects

The average program for the English major devotes some slight attention to mathematics (see table 7), but the requirement is ordinarily modest: on the average, from 2 to 3 percent of the credits for the degree. (No separation of mathematics and statistics is possible in this publication, because these items were reported as one on the questionnaire.) The requirements in all three degree programs are much the same, except for a slightly greater emphasis in B.S. programs. The highest requirement is found among the teacher education programs. Although the questionnaires were not designed to specify such information, the chances are that some of the institutions requiring mathematics for teacher candidates stressed educational statistics.

The Natural Sciences

As in mathematical subjects, the requirements in natural sciences for English majors in B.S. degree programs are slightly larger than those in the other two degree programs, but the

***Table 7.*—Credits allocated to Mathematical Subjects and the Natural Sciences, as percents of total credits required for graduation with an English major, by type of degree: Aggregate United States, 1962-63**

Curriculum	No. of programs	Code symbols	Percent of required credits allocated to: Mathematical subjects	Biological sciences	Physical sciences	Other specified natural sciences	Unspecified natural sciences	Total, natural sciences (sum of cols. 5-8)	Total, mathematical subjects and natural sciences
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
B.S.	23	M	3	2.7	2.3	0	4.2	9	12
		H	6	7	6	0	17	17	18
		D9	5	7	6	0	16	16	17
		D5	3	2	2	0	2	9	11
		D1	0	0	0	0	0	2	6
		L	0	0	0	0	0	0	4
B.A.	247	M	2	1.4	1.4	.3	4.0	7.1	9
		H	7	6	8	11	15	15	19
		D9	5	5	5	0	9	11	13
		D5	2	0	0	0	5	6	9
		D1	0	0	0	0	0	5	5
		L	0	0	0	0	0	0	0
B.Ed.	199	M	2	1.7	1.5	.2	3.3	7.0	9
		H	8	7	8	11	14	14	19
		D9	5	5	5	0	9	11	13
		D5	2	0	0	0	3	6	9
		D1	0	0	0	0	0	4	6
		L	0	0	0	0	0	0	0

Note: For an explanation of the code symbols, see table 3.

average difference is equivalent to only a little less than one 3-hour, 1-semester course. The average for B.S. programs, 9 percent of the total degree program, can hardly be considered excessive; yet it exceeds that for B.A. and B.Ed. programs by about 2 percent (see col. 9, table 7). Median scores are relatively close to the means. The average number of hours required in B.A. and B.Ed. programs at the equivalent of about 8 semester-hours — would suggest to the experienced reader of college catalogs and transcripts that in many or most institutions, some study in the laboratory is likely to be required. The institutions at the 9th decile appear to hold the study of science in high regard, devoting to it over one-tenth of the total academic program, but only in schools offering the B.S. degree does the requirement in the top decile go as high as one-sixth of the degree program.

Biological sciences receive slightly more attention than the physical, but the low mean figures for all three degree programs reflect the prevailing custom of allowing the student to choose between these branches of natural science. Other sciences are rarely specified (see col. 7, table 7), and the tendency to let students choose any science is strong (see col. 8, table 7). Often the student can also satisfy part of the science requirement by a course in mathematics.

Column 10 in table 7 displays the combined requirements in Mathematical Subjects and the Natural Sciences. In the B.S. degree programs for English majors, the average requirement is 12 percent of the total credits required for graduation, and the median is 11 percent. The mean would be equivalent to slightly more than 15 semester-hours in the average, or 128-hour, B.S. program. However, the number of programs below this figure exceeds those above it, so that 14 semester-hours would be a more representative figure, as one could infer from the median. A few institutions with large degree requirements in science bring up the average, but the range—from 4 percent to 18 percent—is by no means as spectacular as the range in the humanities.

The figures for Mathematical Subjects and Natural Sciences combined for the B.A. and B.Ed. programs for English majors (column 10) are almost identical. Both have means and medians of 9 percent of the total degree program and extremes ranging from 0 to 19 percent of the total program allocated to Natural Sciences and Mathematics. It is perhaps more amazing in this age to find that there are institutions which require no science or mathematics, as the "L" figures show, than to learn that some

institutions require nearly one-fifth of the total program for English majors to be devoted to these subjects, as the "H" figures show. To sum up, since the number of B.S. degree programs in English is relatively small, one can say with some confidence that, on the average, a student majoring in English is required to devote approximately 11 semester-hours of his 126- or 127-hour degree program to mathematics and the natural sciences combined. Of these hours, perhaps about eight are devoted to some laboratory science, probably biological or physical, and the other hours to mathematics, or, less frequently, some other non-laboratory science.

Social Sciences

Requirements in the social sciences, except history and perhaps political science, were quite flexible. Often, except for history, they were unspecified or were stated as choices the student might make from among a list of prescribed courses in the social sciences.

For all three degree programs, the low specific requirements in economics, sociology, "interdepartmental courses," and other specified social science courses are clearly shown in table 8. In many institutions where choices are allowed from among several alternatives, the alternatives include psychology or geography. Even at the 9th decile, a requirement of more than one 1-semester course is rare. Except for history, the most frequently required course is political science, or government, but as the median of zero that appears for all three degree programs shows, institutions requiring political science are in the minority.

History is the one subject classified in the questionnaire under social sciences which is required at most institutions awarding bachelor's degrees in English. The amount of the curriculum assigned to history, however, is more modest than most English teachers would believe. The median requirement in all three degree programs is 5 percent of the total credits required for graduation, or slightly more than 6 semester-hours. However, because a number of institutions have *no* requirements in history, particularly in teacher education programs, the average is nearer to 5 semester-hours. Remarks on the returned questionnaires and inspection of the catalogs of a good many of the responding institutions make clear that all or part of the requirement is likely to be specifically in American history. In fact, in a number of States, the study of American history and government is a legal requirement for graduation. This requirement can apply variously to all institutions of higher learning within a State, to all State-controlled colleges

and universities, or to all teacher education programs within the State.

The implications of this finding are very great for the teacher of literature. Except for their choice of electives, private reading, and incidental instruction, a large number of students majoring in English must depend for their understanding of ancient, medieval, modern, and world history and civilization on the knowledge they brought with them from the secondary school. This fact suggests the necessity of good counseling by the department about the use of electives. It explains why so many college English teachers feel impelled to devote a substantial amount of time in literature courses to social and historical backgrounds. It provides a rationale for continuation of survey courses in a great number of institutions despite the concerted attacks on them. (In fact, a later part of this study suggests that the much discussed trend away from the survey may possibly be reversing itself.)

A comparison of column 10 in table 7 with column in table 8 shows the total emphasis on social sciences to be remarkably similar to the emphasis on mathematics, statistics, and the physical sciences combined. In both the B.A. and B.Ed. programs, the medians and the means—9 percent of the total credits required for graduation—are exactly the same as for mathematics and the natural sciences. The chief difference in emphasis is in the B.S. programs, where the mean and median figures for Social Sciences are 8 percent and 7 percent, respectively; in mathematics, statistics, and the physical sciences combined, the mean for B.S. programs is 12 percent, and the median, 11 percent. Although the range between high and low percentages for B.A. and B.Ed. programs was greater in the social sciences than for mathematics and physical sciences combined, there were enough low percentages to even out the means and medians to the 9 percent level, as noted above.

Other Requirements

Table 9 contains information about requirements in all fields not included within the Humanities, Natural Sciences, or Social Sciences in the questionnaire, except Physical Education and ROTC; those two subjects were listed in a separate category for the sake of consistency with the other curriculum studies in this series. Geography and psychology fall into this miscellaneous

***Table 8.*—Credits allocated to Social Sciences, as percents of total credits required for graduation with an English major, by type of degree: Aggregate United States, 1962-63**

Curriculum	No. of programs	Code symbols	Percent of required credits allocated to: Economics	History	Political science (Government)	Sociology	Interdepartmental courses	Other specific social science courses	Unspecified social science courses	Total, social sciences
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
B.S.	23	M	.4	4.0	.8	.5	0	.6	2.6	8
		H	3	9	5	3	0	8	10	17
		D9	2	8	4	3	0	4	8	16
		D5	0	5	0	0	0	0	0	7
		D1	0	0	0	0	0	0	0	0
		L	0	0	0	0	0	0	0	0
B.A.	247	M	.4	4.1	1.3	.5	.5	.5	2.6	9
		H	6	15	6	8	13	14	14	28
		D9	2	8	2	2	0	2	9	15
		D5	0	5	0	0	0	0	0	9
		D1	0	0	0	0	0	0	0	5
		L	0	0	0	0	0	0	0	0
B.Ed.	199	M	.4	3.7	.9	.5	.5	.5	2.4	9
		H	7	10	7	7	8	10	14	25
		D9	2	7	2	2	0	1	8	13
		D5	0	5	0	0	0	0	0	9
		D1	0	0	0	0	0	0	0	5
		L	0	0	0	0	0	0	0	0

Note: For an explanation of the code symbols, see table 3.

***Table 9.*—Credits allocated to Other Requirements (exclusive of Physical Education and R.O.T.C.), as percents of total credits required for graduation with an English major, by type of degree: Aggregate United States, 1962-63**

Curriculum	No. of programs	Code symbols	Percent of required credits allocated to:				
			Geography	Psychology	Education	Other	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
B.S.	23	M	0	1.3	.4	1.1	3
		H	1	5	10	10	14
		D9	0	4	0	8	13
		D5	0	1	0	0	2
		D1	0	0	0	0	0
		L	0	0	0	0	0
B.A.	247	M	.2	.8	0	.6	2
		H	4	5	2	14	18
		D9	0	2	0	2	5
		D5	0	0	0	0	0
		D1	0	0	0	0	0
		L	0	0	0	0	0
B.Ed.	199	M	.2	2.3	16.1	.7	19
		H	5	15	30	14	35
		D9	0	5	19	2	23
		D5	0	0	15	0	18
		D1	0	0	12	0	14
		L	0	0	0	0	0

Note: For an explanation of the code symbols, see table 3.

group of "other requirements" because of the controversies about their proper classification. The reader can easily compare the requirements reported in this study with the requirements at any particular institution by adding the means for psychology and/or geography (given in table 9) to the means for such other categories as physical sciences or social sciences, as appropriate.

Table 9 shows that the number of institutions requiring geography, psychology, education, or any other subject outside the Humanities, Natural Sciences, and Social Sciences (except Physical Education or ROTC) is small indeed in B.S. and B.A. programs for English majors. Only in B.Ed. programs does the total figure become of real significance, primarily because of requirements in Education.

That students majoring in English study little geography in college will surprise no one. But the small emphasis on psychology (see col. 5) in an age in which psychological criticism is so widespread may come as a shock. Among colleges granting the B.A. degree in English, fewer than half require any psychology courses whatsoever, and the highest requirement reported is equivalent only to 6 semester-hours. Even at the 9th decile, the requirement is equivalent to less than 3 semester-hours. The requirement of psychology for a B.S. degree in English is only slightly more common. Of the three degree programs, psychology is most commonly required in the B.Ed. programs, but even here, the requirement is approximately equivalent only to a 1-semester course in basic psychology. There are indications on questionnaires, however, that required Educational Psychology, Child Growth and Development, and other applied psychology courses were reported under Education, so that probably most English majors preparing to teach complete a year's course in some kind of psychology.

For a number of years at meetings of professional and learned societies, papers have occasionally been presented advocating courses in Education as part of the general requirements for graduation. Results from this questionnaire make clear that proponents of this idea have found few followers.

One would expect those preparing to teach in the secondary schools to devote a portion of the curriculum to Education, at least enough to meet certification requirements in the various States. In the central 80 percent of the B.Ed.-granting institutions, the range in Education requirements is from 12 to 19 percent, inclusive. In terms of credit-hours then, it would be safe to assume that most American institutions preparing English teachers re-

quire the equivalent of 15 to 24 semester-hours of Education. The average, 16.1 percent, and the 5th decile or median, 15 percent, are approximately equivalent to 20 and 19 semester-hours, respectively. Although this is a substantial proportion of a college degree program, it is probably much smaller than the proportion that is generally assumed. Current folklore and popular discussions tend to make no distinction between the high requirements in Education for prospective elementary school teachers and the relatively moderate ones for prospective secondary school teachers.

The Minor and Other Electives

Most institutions responding to the questionnaire do not have a system of minors, as the median of 0 percent in all three degree programs indicates (see table 10). In teacher education programs, the courses in Education are sometimes considered a minor. It may be of interest to note that the high figures for the minor exceed the low figures for the English major (see table 4) in every degree program!

More important is the enormous range in the emphasis on electives on various American campuses, as column 5 in table 10 illustrates. The range is so great that it severely limits the extent to which a study of degree requirements can be accepted as an accurate picture of curriculum patterns in American colleges. A completely trustworthy study would require in addition an extensive sampling of individual transcripts of graduates from a large and representative group of American colleges and universities, which would show what was done with electives. A pilot attempt at this kind of study in relation to teacher education appears in James D. Koerner's *The Miseducation of American Teachers* (Boston: Houghton Mifflin, 1963), but the scale of the study marks it as richly suggestive rather than definitive.

The additional requirements in education and psychology for students preparing to teach English in the secondary schools are not counterbalanced by lower requirements in English, but rather, by a smaller proportion of electives other than the minor (see col. 5, table 10). The mean percent of credits required for graduation allocated to such electives in the B.S. programs is about 24, in B.A. programs 23, but in teacher education degree programs only 9. Median percentages follow the same pattern: B.S. 25 percent; B.A. 23 percent; and B.Ed., only 8 percent.

***Table 10.*—Credits allocated to Minors and Other Electives, as percents of total credits required for graduation with an English major, by type of degree: Aggregate United States, 1962-63**

Curriculum	No. of programs	Code symbols	Percent of required credits allocated to:		
			Minors	Electives	Total
(1)	(2)	(3)	(4)	(5)	(6)
B.S.	23	M	5.3	24.3	30
		H	19	47	62
		D9	15	34	42
		D5	0	25	32
		D1	0	6	14
		L	0	1	6
B.A.	247	M	5.5	23.1	29
		H	28	61	61
		D9	15	38	41
		D5	0	23	29
		D1	0	10	16
		L	0	0	0
B.Ed.	199	M	5.9	9.1	15
		H	20	44	48
		D9	16	19	27
		D5	0	8	14
		D1	0	0	2
		L	0	0	0

Note: For an explanation of the code symbols, see table 3.

An examination of the extremes in column 6, which combines the totals for the Minor and Other Electives, shows the vast divergencies of educational philosophy among American colleges and universities. Less dramatic but more significant are the figures for the central 80 percent. Here we see a range from 14 to 42 percent in B.S. programs, 16 to 41 percent in B.A. programs, and 2 to 27 percent in B.Ed. programs. Between the 1st and 9th deciles in each of the latter two degree programs, there is a variation in the proportion of electives permitted that is equal to a quarter of the total degree requirements. On the other hand, the fact that almost nine-tenths of the B.A.-granting institutions permit English majors to elect a seventh or more of their college programs demonstrates how firmly the elective principle is embodied in American educational philosophy.

By examining the means and medians, we can see that at the average American college or university, students majoring in English are permitted to elect about 30 percent of their course work. (The lower proportion of electives in programs for prospective English teachers has already been explained.)

What is done with the time allocated to electives is of great interest. Were the facts available, perhaps they would show that electives are used to offset some of the apparent differences in curriculum patterns underscored in this report. Students might take courses to supplement relatively small requirements in English, to build a stronger linguistic background, to extend a modest knowledge of history and psychology, to broaden scientific understanding, to compensate for a school's modest emphasis on the arts, etc. On the other hand, it is quite possible that the use of electives would increase the variations in curriculum patterns already discovered. Clearly, further study is needed on this point.

Physical Education and ROTC

Most institutions require physical education or ROTC for graduation (see table 11, col. 9). Opinion about whether to grant credit for physical education is divided, although more institutions do than do not, as shown by the fact that the median is higher than zero. In all three types of program, the mean and median for graduation requirements in physical education and/or ROTC are both 2 percent, approximately equal to 2½ semester-hours of credit. The startling high of 10 percent occurs in an institution requiring both physical education and ROTC in its B.A. and B.Ed. programs.

Summary

Table 11 summarizes the statistics in the major categories of this survey. Table 12 converts the means, as expressed in percentages of the total required credits allocated to different areas of study, into mean semester-hours based on a 120 semester-hour degree program. These tables will serve to highlight the broader findings of the survey, although references will also be made in the following discussion to earlier tables.

***Table 11.*—Credits allocated to specified areas, as percents of total credits required for graduation with an English major, by type of degree: Aggregate United States, 1962-63**

Curriculum	No. of programs	Code symbols	Percent of credits necessary for graduation allocated to:						
			Humanities		Natural sciences and mathematics	Social science	Other requirements	Physical education and ROTC	Minors and other electives
			English	Other humanities					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
B.S.	23	M[1]	27	18	12	8	3	2	30
		H	32	42	18	17	14	6	62
		D9	31	41	17	16	13	5	42
		D5	28	15	11	7	2	2	32
		D1	19	5	6	0	0	0	14
		L	18	4	4	0	0	0	6
B.A.	247	M[1]	28	22	9	9	2	2	29
		H	45	55	19	28	18	10	61
		D9	33	36	13	15	5	4	41
		D5	27	20	9	9	0	2	29
		D1	23	11	5	5	0	0	16
		L	16	0	0	0	0	0	0
B.Ed.	199	M[1]	27	20	9	9	19	2	15
		H	41	45	19	25	35	10	48
		D9	32	32	13	13	23	5	27
		D5	27	19	9	9	18	2	14
		D1	22	9	6	5	14	0	2
		L	14	0	0	0	0	0	0

[1] Because of rounding, the sum of the means in any degree program may not equal 100 percent.

Note: For an explanation of the code symbols, see table 3.

programs (see table 3). The minimum, not the typical, requirement for graduation is 120 semester-hours.

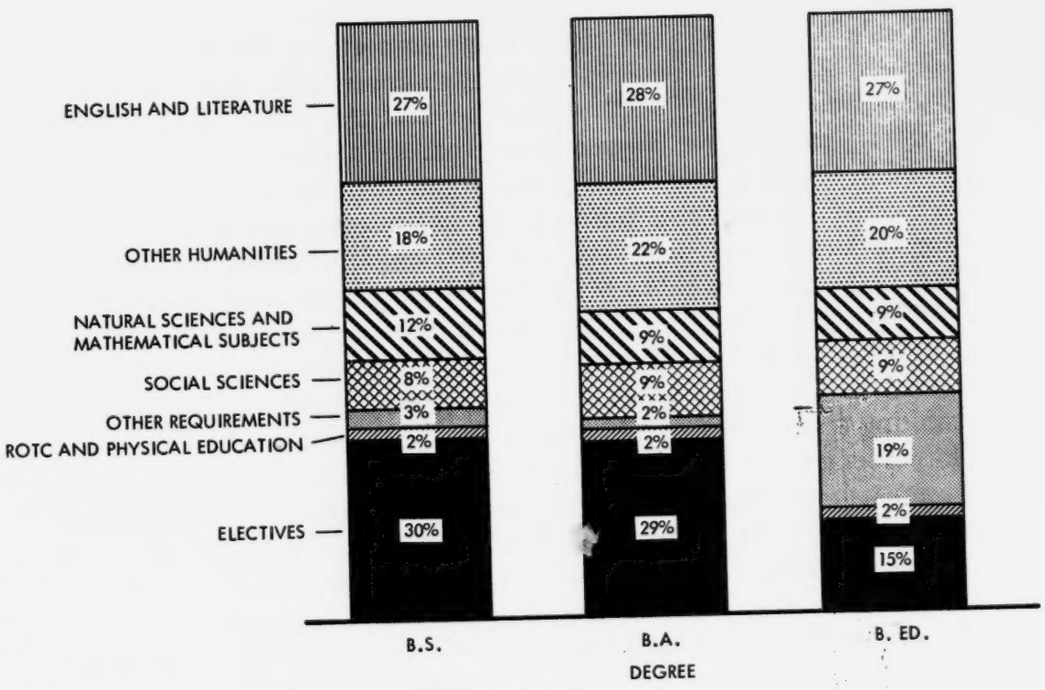
The mean, or average, requirements in the various categories of the curriculum are summarized in table 12 and in figure 2.

***Table 12.*—Summary of credits allocated to specified areas in bachelor's degree programs with an English major, as *(a)* percents of total credits required, and *(b)* semester-hour credits in 120 semester-hour programs, by type of degree: Aggregate United States, 1962-63**

Area of study	Average, or mean, percent of total credits required for graduation[1]			Equivalent semester-hours (approximate) in 120 semester-hour programs[2]		
	B.S.	B.A.	B.Ed.	B.S.	B.A.	B.Ed.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
English	27	28	27	32	34	32
Other humanities	18	22	20	22	26	24
Natural sciences and mathematics	12	9	9	14	11	11
Social sciences	8	9	9	10	11	11
Other requirements	3	2	19	4	2	23
Physical education and ROTC	2	2	2	2	2	2
Electives	30	29	15	36	35	18

[1] Because of rounding, the means do not sum to 100 percent.

[2] The equivalent semester-hours equal the mean percent of total credits required for graduation X 1.2. Because of rounding, these figures do not sum to 120 semester-hours.



Figures may not add to 100 percent because of rounding.

***Figure 2.*—Credits allocated to broad subject areas, as percents of total credits required for graduation with an English major: Aggregate United States, 1962-63.**

English

Table 11 shows that there is no important difference in the number of credits required in English for a B.S., B.A., or B.Ed. degree in English. Both the median and the mean are 27 or 28 percent for all three degree programs. As shown by table 12, columns 5, 6, and 7, the average requirement in English for a degree in English in terms of hours is 32 to 34 semester-hours, depending on the degree program. The extremes indicated by the "H" and "L" figures in table 11, column 4, illustrate great diversity in relative requirements in English for a bachelor's degree with an English major. The largest concentration in English in both B.A. and B.Ed. programs is nearly three times as large as the smallest, ranging from a low of 14 percent for B.Ed. programs to a high of 45 percent for B.A. programs. The central 80 percent of the institutions, however, represent a rough agreement on the proper requirement in English for an English major. Table 11, column 4, shows a range of only 10 percent between institutions at the 1st and 9th deciles, both in the B.A. and B.Ed. programs, and of 12 percent in B.S. programs. The variation amounts to the equivalent of approximately 2 full-year courses.

Regional variations in the amount of English required for graduation with an English major are not great, as was shown in table 5. These requirements tend to be largest in the North Atlantic region and smallest in the Southeast, but the average difference amounts to less than 4 semester-hours.

Other Humanities

Institutions with the highest requirements in the humanities were in almost all cases sponsored by, or closely connected with, religious organizations. Their emphasis on philosophy and religion in this category is the chief reason, but some religiously oriented institutions also maintain high language requirements, including in some instances considerable emphasis on the classical languages. The other important factor in determining the proportionate Humanities requirement is foreign languages, in which requirements varied from 0 to 24 percent of the total credits required for graduation (see table 6).

Requirements in all other humanities in most institutions were quite small. More than half of the institutions surveyed had no requirements in art, music, or drama. Requirements in speech and drama are small but more common, particularly in B.S. and B.Ed.

programs. Despite the extensive discussion of them in recent years, required courses in "general humanities" are rather uncommon in the preparation of students majoring in English (see table 6).

Requirements in the humanities are definitely smaller in B.S. programs in English and somewhat smaller in B.Ed. programs than in B.A. programs, as can be seen from table 11. The most significant variable here is that requirements in foreign languages average 4 percent, or nearly 5 hours, less in B.S. programs than in B.A. programs. B.Ed. programs are about halfway between in this respect (see table 6). Significant also are the variations in philosophy and religion requirements, associated primarily with the sponsorship of the institution rather than the name of the degree, as explained earlier.

Even in the central 80 percent of the institutions, although the average number of hours required in Humanities Other than English is much smaller than the number required in English, the variation in the former is more than twice as great as in the latter (see D1 and D9 figures in columns 4 and 5 in table 11). The proper roles of the humanities and of electives in a college education appear to be the most controversial subjects touched upon in this investigation.

Natural Sciences and Mathematics

As would be expected from the name of the program, more science and mathematics are required in the B.S. program than in B.A. and B.Ed. programs. The variation, however, amounts on the average to only 3 percent of the total credits required for graduation. On the average, the English major devotes approximately 11 semester-hours to required studies in natural sciences and mathematical subjects. Judging from comments on the questionnaire and by catalogs, approximately eight of these hours are devoted to some biological or physical laboratory science and the remainder to mathematics, or less frequently, some other nonlaboratory science. The science required is slightly more likely to be biological than physical (see tables 7, 11, and 12).

Social Sciences

As table 11 shows, the emphasis on the social sciences is almost precisely the same as the emphasis on mathematics and the natural sciences together. This parallelism occurs in enough individual

responses, as well as in the means, to suggest that the balancing may be a deliberate academic policy.

The most commonly required social science is history, in which the median requirement is 5 percent of the total credits required for graduation, or approximately 6 semester-hours. In many of the responding institutions, all or part of this requirement is specifically in American history. Aside from their electives, private study, and incidental instruction in other courses, a large number of students majoring in English must depend for their understanding of ancient, medieval, and modern history on precollege studies. Except for requirements in history and, to a much smaller extent, in political science, or government, a considerable amount of choice among the various social sciences appears to be allowed to the student in meeting requirements. Specific requirements in economics, sociology, and ther social sciences are not a significant part of the general pattern.

Other Requirements (Except Physical Education and ROTC)

Most institutions do not require economics, geography, psychology, education, or any other course not previously discussed (except physical education and ROTC) in B.A. and B.S. programs with an English major, and when any of these courses is required, the size of the requirement is ordinarily small. In B.Ed. programs (and other degree programs designed to prepare English teachers), the average requirement in psychology is about 3 semester-hours. Probably one other course in specialized psychology is included under the Education requirements.

Requirements in Education for secondary school teachers of English average approximately 20 semester-hours, with a median of 19 hours. The range of requirements in the central 80 percent of the institutions covered by the survey runs from 15 to 24 semester-hours.

Physical Education and ROTC

Most institutions appear to require Physical Education and/or ROTC, but a substantial minority do not grant credit for physical education. In all three types of degree program covered by this survey, the average number of credits awarded and required in this area was approximately 2½ semester-hours.

Electives (Including the Minor)

Only a minority of the institutions covered by this survey require a minor in addition to a major in English.

The range of electives at various institutions is so great, and the size of this component so large at many colleges and universities, that until an extensive survey is made of how students ordinarily use the electives, our understanding of the education of students majoring in English will remain incomplete.

An astounding diversity of opinion about the proper place of electives in American education is reflected in the "H" and "L" figures for electives: from 6 to 62 percent in B.S. programs, from 0 to 61 percent in B.A. programs, and from 0 to 48 percent in B.Ed. programs. Enormous differences of opinion exist not only at the extremes but also within the central 80 percent, where the range is from 14 to 42 percent in B.S. programs, 16 to 41 percent in B.A. programs, and 2 to 27 percent in B.Ed. programs, a variation amounting to approximately 25 percent of the total degree program! However, the fact that nine-tenths of the B.A. programs with an English major allocate a seventh or more of the whole program to electives demonstrates how firmly the elective principle is embodied in American educational philosophy.

As table 10 shows, the mean percent of the credits required for graduation allocated to electives in B.S. programs is 30; in B.A. programs, 29; but in B.Ed. programs, only 15. These figures indicate that a large proportion of the hours for courses in Education in the B.Ed. programs come from hours that would have been allocated to electives rather than to English or general education in other degree programs with an English major. Median scores are quite close to the means.

Other Findings

The semester-hour is still the dominant credit unit in use in institutions offering degrees in English. Sixty-five percent of the institutions granting the B.S. degree, and 87 percent of both of those granting the B.A. and those granting the B.Ed. used this measurement (see table 2). Credit-hours required for graduation averaged 128, 126, and 127 semester-hours in B.S.-, B.A.-, and B.Ed.-granting institutions, respectively (see table 3). The mode was 128 semester-hours. Requirements for graduation ran as high as 146 semester-hours in B.S. and B.Ed. programs, and 139 in B.A.

Part II. TRENDS IN CURRICULUM PATTERNS

Changes in Requirements (1960-63)

Remarks of some respondents on the first item on Part II of the questionnaire suggest that changes in curriculums may be more likely to occur in 5-year than in 3-year cycles. Many administrators like to observe a significant change in curriculum throughout a complete academic cycle of 4 years before making further change. The time involved in planning accounts for the other year. However, since the next item on the questionnaire concerns anticipated changes, the combined answers should cover the approximate time period the respondents would have preferred.

The amount of change reported on the questionnaires reflects an extensive amount of curricular change, generally in the direction of more requirements and fewer electives. This tendency is evident both in the general requirements, and in the specific requirements in English, for graduation with a degree in English.

Of the 254 institutions whose responses were usable, 118 reported curricular changes that occurred within the specified 3-year period. Of these, a small number reported a reform of their curriculum so fundamental and so extensive that it could not be described on the questionnaire. Several described the reform separately and several declined to describe it at all. Specified additions or subtractions from previous requirements totaled more than 300. The proportion of institutions adding more requirements than they dropped (contrasted to those dropping more than they added) ran more than two to one. Other kinds of specificity were brought about by a number of increases in requirements in the major or minor fields of study. Such increases were much more frequent than decreases.

English

Composition

One definite trend was toward requirements in writing beyond the freshman year for students intending to major in English. Fifteen respondents reported the addition of such a requirement, most commonly under the names "Advanced Composition" or "Advanced Writing." Other course names, in order of descending frequency, were "Creative Writing," "Advanced Exposition," and "Intermediate Composition." Only two institutions reported removing "Advanced Composition" as a requirement.

One institution added a course in "Rhetorical Analysis and Practice," but another eliminated its course in "Advanced Rhetoric." Three added requirements in journalism, one "Composition Analysis" and one "Communications Skills."

Five fundamental changes in the freshman program were reported. One institution reported substituting rhetorical emphasis for emphasis on grammar and usage, and another now devotes the second semester to short-story analysis. Two institutions have ceased to offer freshman composition, and two have reduced the number of credit-hours in the subject. One has replaced composition with the study of fiction and the essay. Nothing resembling a strong movement to eliminate freshman English as a requirement can be discerned from the data collected in this survey. The few changes in that direction are hardly enough even to serve as straws in the wind. Though the subject is much discussed currently, freshman composition courses thus far seem more likely to change in substance than to lose their existence.

Language

The most clearly discernible trend in the major is toward increased requirements in the study of the English language, with 25 institutions reporting the addition of such requirements. These additions are rather evenly divided among historical, analytical, and advanced grammar or grammar-and-rhetoric courses. Eight institutions added requirements in "History of the English Language" or "Development of the English Language"; six added requirements in the "Principles of Linguistics" or "Descriptive Linguistics"; other related titles include "The Structure of English," "Introduction to Structural Linguistics," "Descriptive English Grammar," and "Modern American English." More difficult to

categorize from their titles are such courses as "College Grammar," "Advanced Grammar," "Advanced Grammar and Rhetoric," "English Grammar," and "Fundamentals of English for Teachers," where the approach could be a so-called traditional one or an historical, structural, or transformational one as the teacher chose to make it.

The countertendency, though present, is slight, involving only three institutions. The courses no longer required include "The Development of the English Language," "Advanced Grammar," and a second-year course in grammar and composition which gave way to an "Advanced Writing" course.

Literature

As would be expected since literature is the basic part of the curriculum of most programs with an English major, the greatest number of changes reported in the survey consist of additions, reductions, or modifications of courses in literature. The number of course titles seems myriad; the ways of organizing materials are numerous indeed; and the changes and counterchanges are so numerous and seemingly so contradictory that it is hard to organize the body of data in a way that will display whatever meaning it contains. Any system of classification must be somewhat arbitrary, unless one has much fuller data than could be supplied on the questionnaire. Nevertheless, some attempt, however approximate, must be made.

Survey and Introductory Courses.—In recent years, one of the problems most debated by English teachers has been the nature of the sophomore, or introductory, course in literature. In the 1920's, English departments often offered some introductory course in the study of literature, though others started students immediately on courses dealing with major authors or periods. Many a student began on a collection of ballads, followed by the lyrics in Palgreave's *Golden Treasury,* for example—an introduction that might be classified as the study of genres, though nobody made much fuss about naming the technique. Each professor tended to proceed on his own, bringing his students to the love and understanding of literature informally, often by texts of his own choosing and without the guidance or restriction of a departmental syllabus. If the teacher wanted to use some plays and novels he did it, often in the second term. If he enjoyed criticism, he might chase his students into Saintsbury (sometimes *Loci Critici*) or Matthew Arnold, or later perhaps Lascelles Abercrombie. But the course

tended to be privately organized, sometimes not too hard, and often great fun for student and teacher alike.

As enrollments increased, it became customary to use more junior members and assistants in teaching the course. Consequently the tendency to prescribe texts and to develop syllabi for the second-year course grew. At the same time, the historical survey course, which spread rapidly in the latter half of the Twenties and in the Thirties, at first as an elective course, began to replace (or to become) the introductory required course on many campuses. In the past decade or decade and a half, the survey course has been under fire, partly as a result of the emphasis on the new criticism. But it still maintains its place on a very large number of campuses. Some bookmen report that survey texts are selling as well as ever. What trends did the responses on this questionnaire show about the survey course?

The trend, to say the least, is mixed. Two institutions report adding the survey of English literature as a requirement for graduation, and a third has doubled its requirement in the survey. Another has dropped this as a general requirement for all liberal arts students, but retains it for students majoring in English. One has added a survey in American literature as a requirement.

Requiring some substitute for the survey seems to be the usual practice for those eliminating the course. Such substitutions include courses in major forces and figures, English masterpieces, introduction to literature, or introductions to one or more types of literature, e.g., novel and drama, fiction and essay, poetry and drama, backgrounds of literature, forms of literature, English readings or the like. On the other hand, certain institutions report eliminating courses in types, eras, authors, introduction to poetry, introduction to fiction, or introduction to the essay.

The score against the survey ran about nine to four; that is, nine substituted something else for the survey, whereas four added a survey course to the requirements. Six reported eliminating introductory courses other than the survey but specified no substitutions. Since some of these respondents are known to have enlarged the literary emphasis in the freshman course, perhaps, one may infer, they feel that an introductory course in the sophomore year is no longer needed; this generalization was not reported, however, on the questionnaires.

Of the additional required courses in pre-16th century literature, three dealt with Chaucer and two were general. But five institutions removed requirements in Chaucer, one in early English drama, and one in medieval literature; one general course (Beo-

wulf to Milton) also lost its required status. Thus there was a slight trend away from the required study of medieval literature, including Chaucer.

Ten period-courses were added to requirements in 16th- and 17th-century literature. In addition, six institutions made Shakespeare a requirement for English majors, and two Milton. The countertendency was relatively slight, amounting to three courses: one in Renaissance literature, one in the 17th century, and one in Milton. Clearly, the trend is toward more requirements in 16th- and 17th-century literature, particularly in Shakespeare, for English majors.

Five courses in 18th-century literature were added as requirements, two of which dealt first with the Restoration, with emphasis on neo-classicism, and one of which overlapped into the Romantic period. Two courses—one from Milton to Burns and the other a straight 18th-century course—were eliminated as requirements. Here, there seemed to be a slight gain in emphasis.

Two general courses on the Romantic period and one on Blake were added to the requirements for the English major, but one institution removed a course on the Romantic period from required status.

Five institutions added requirements in Victorianism or 19th-century literature, but two general courses in 19th-century literature and one in Newman were removed as requirements.

One course in 20th-century literature and two in contemporary literature gained required status, plus one in the modern novel, one in the contemporary novel, and one in modern drama. Losing required status was only one course in contemporary literature. In general, there was a moderate trend toward requiring courses on recent literature.

In American literature, the trend that became strong in the 1930's is still continuing, with six institutions adding requirements and two eliminating them.

A slight tendency continues to add to requirements in world literature—"World Literature," "Literature of the Western World," "Comparative Literature," and "Classical Literature in Translation," for example—five institutions added such courses, while one removed a world literature requirement for students majoring in English.

The number of genre courses, such as "The English Novel," that were added and removed as requirements exactly canceled each other out.

Literary Criticism.—The number of institutions adding requirements in literary criticism outnumbers those removing such requirements, but this movement does not have the same vigor as the trends toward study of the English language and advanced writing courses. It can be presumed perhaps that this movement has already made its major mark, but has not altogether lost its impetus. Eight institutions added requirements in literary criticism and one in the history of criticism. Interestingly, one of the courses replaced the survey of English literature. Two institutions, however, removed requirements, one in literary criticism, the other in the literature of criticism. Another institution replaced "Literary Criticism" with a course in "Problems in Literature."

Courses for Teachers of English

Five institutions added courses designed for teachers in the schools, namely "Special Methods in Reading," "Literature for Adolescents," "Children's Literature," "The Teaching of English," and "Applied Literature." One changed its course in methodology to "Methodology, Art of Poetry, and Myth and Legend."

Special Features

Eleven institutions reported adding seminars of various sorts—freshman, English, major author, junior-senior—to the major requirements. Most common was the requirement of a senior seminar. But three reported giving up seminars or proseminars. The number changing to the seminar requirement is significant.

Three institutions reported adding the requirement of a comprehensive examination for students majoring in English, two required honors courses, one a thesis, one independent study, and one a special senior program.

Three reported significant increases in the number of hours required specifically in English for the English major, the greatest change being from 24 to 36 semester-hours. Only one reported reducing the required number of hours in English, and that by 1 semester-hour.

Subjects Other Than English

Six institutions reported expanding their requirements in natural sciences, one specifying physical sciences, the other adding a

laboratory requirement to its previous science requirement. Only one institution decreased its science requirements, so that, all told, Mr. C. P. Snow may be said to have gained a few more followers. In mathematics, four institutions increased their requirements, and one reduced them.

In Humanities Other Than English, art gained more than it lost. Four institutions added requirements in "Fine Arts," two in "Art," one in "History of Art," and one in "Art Appreciation." While eight were adding requirements, only two reduced theirs, one in "Art," the other in "Appreciation of Fine Arts."

Greater uncertainty was felt about courses in speech and drama, with eight adding, and four subtracting from, requirements in this area. Of the additions, six were in public speaking and the other two in oral reading and the oral interpretation of literature. Of the losses, one was in drama, the other three in speech.

In music, five institutions increased requirements while two reduced them.

The greatest number of increases in requirements occurred in the languages. Twelve institutions increased their requirements in modern foreign languages and one in classical languages. Where particular languages were mentioned, choices were likely to be offered between French and German, or French, Spanish, and German. No decreases were reported in language requirements. More than 5 percent of the institutions covered by this survey increased their language requirements.

Four institutions reported additions to Philosophy requirements, and seven, in this unphilosophical age, reported reductions. Of the seven courses lost, two appeared to be introductory, one popular, two religiously oriented, and two somewhat advanced. Of those added, two were introductory, one religiously oriented, and one somewhat advanced. Five institutions added to, and two reduced, their requirements in religion.

In summary then, requirements in the Humanities Other Than English have tended to increase during the 3-year period covered by this survey, particularly in modern foreign languages. The rate of increase is almost certainly understated by the facts presented in this section. A substantial number of respondents to the questionnaire appear to have reported only those changes that occurred *within the English department* rather than changes in requirements for the whole degree program, as the phrasing of the question intended. The numbers discussed in this section then should be regarded as representative of the *kinds* of changes that occurred, but

not as reliable indicators of the *amount* of change in general-education requirements for the various degree programs.

In the social sciences, a total of only 7 additions to requirements were reported and 11 reductions in requirements. This area then appears to be losing ground slightly, in contrast to mathematics, the natural sciences, and the humanities, but the chief gains are being made, not at the expense of the social sciences, but of electives.

Within the social sciences, the greatest amount of change was in history requirements. This was to be expected, for as we saw earlier in the report, history was the largest single component of the social science requirements. Specifically, three institutions added to their history requirements, while five reduced theirs. Courses added included the "History of Civilization," the "History of England," and "Medieval European History." Courses no longer required included two dealing with world civilization, one in English history, one in American history, and one unspecified course in history.

Changes in government and political science requirements indicated uncertainty about the proper place of these subjects in the curriculum. Three institutions added such courses, and four removed them. Two added courses in American government, whereas three removed them. One added a course in "Democracy and Communism." One eliminated its requirement in political science.

One institution added a course in sociology, but one each eliminated course requirements in social studies, social science, and economics.

Of other requirements, the amount of change in various kinds of Education requirements was noteworthy. Eleven institutions added to their requirements in extremely diverse ways, but 18 reduced requirements in this field. Courses added included "Classroom Management," "Curriculum Materials and Evaluation in the Secondary Schools," "Foundations of Education," "Senior Seminar in Education," "Educational Measurements," "Educational Sociology," "History of Education," "English Methods," "Philosophy of Education," and "Educational Psychology." One institution reported transferring its course in "Philosophy of Education" to the Department of Philosophy. Three institutions reported reductions of 6 hours in their total requirements in Education. Three eliminated courses entitled "Introduction to Education." Other courses to lose required status included "Audiovisual Aids," "Curriculum Study and Materials in Secondary Schools," "Guidance in the High School," "Introduction to the Secondary School," "Professional

Practicum and School Law," "Educational Psychology" (two), "Adolescent Psychology," "Special Methods," "Teaching English in Secondary Schools" (two), and "Tests and Measurements."

Four institutions added courses in psychology to their requirements for graduation. One institution eliminated a course in geography, one a course in library science, and a third a course in vocational orientation.

Two institutions added requirements in R.O.T.C. or physical education, and three eliminated these requirements. Added were swimming and physical education. Eliminated as requirements were R.O.T.C., "Health Education," and "Personal and Community Health Problems" at one institution each.

One institution added a requirement of honors courses in major fields, and another, a comprehensive review course for seniors.

Changes Being Planned

Although some of the responses were quite tentative, many of the institutions sampled appeared to have defined, though not finally adopted, rather specific additions to and subtractions from their graduation requirements. Indeed, some of the changes were ready for publication in the next catalog. Since, in tabulating responses, the author made no attempt to define their degree of tentativeness, the items that follow should be interpreted as seriously contemplated, but not certain, changes.

English

Composition

The trend toward more required composition courses continues for programs with an English major, and one institution intends to add a 6-hour course in freshman composition as well. A total of 10 advanced writing courses are being considered as requirements for students majoring in English in as many different institutions. The most common title is "Advanced Composition," next "Advanced Writing," while others are "Expository Writing" and "Creative Writing." Included also are two courses in journalism. The only advanced writing course likely to be eliminated as a requirement is one in "Article and Essay Writing" at one institution. Assuming that the proposed changes are actually made and made soon, one could say that at least 1 institution in 10 will have added a requirement of advanced writing to the program for students

majoring in English within approximately a 4-year period. In view of the number of institutions making or contemplating curriculum revisions of so extensive a character that they could not be reported on the questionnaire, this estimate seems conservative.

Aside from these changes, one institution reported eliminating its Communication department. (For a discussion of the reduction of emphasis on Communication courses in recent years, see Albert R. Kitzhaber, *Themes, Theories, and Therapy: The Teaching of Writing in College*, p. 25-26.)[1]

Language

Eleven institutions were planning to institute requirements in various kinds of courses in the English language. The two courses being eliminated as requirements almost certainly were of the older, less scientific variety often required of students preparing to teach in the elementary or secondary schools. In addition to these changes, one institution is considering requiring a 12 semester-hour "Linguistics Core" as part of its English major. Courses specified as probable requirements include "The English Language," "History of the English Language," "History and Structure of English" (this course replaced one in "Grammar and Usage"), "Modern English Grammar," and "Modern English Language." Two referred to the proposed offering as a course in "Linguistics." One institution intends to require two of three courses, namely "English Grammar," "History of the English Language," and "English Linguistics." The other course to be abandoned is entitled "English Grammar Review." All told, approximately 1 institution in 7 has recently added, or is actively considering adding, required study of the English language beyond the freshman year for the student majoring in English.

(In private conversations, chairmen of English departments have stated that one of the chief factors in deferring new requirements in English language courses is the shortage of well-qualified professors in this field. The smaller institutions are having serious difficulties in acquiring or in keeping such teachers, and in larger ones the situation is far from easy. Some ardent exponents of linguistic study have not adequately considered this factor, nor have they felt personally responsible for attempting to increase the supply. In view of these difficulties, the vigor of the trend toward required courses in the English language is remarkable.)

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[1] Albert R. Kitzhaber. *Themes, Theories and Therapy: The Teaching of Writing in College.* (Carnegie Series in American Education) New York: McGraw-Hill, 1963. 175 p.

Literature

Two institutions are planning to replace survey courses in English literature, one with a course in world literature. One is instituting a 16-hour course in "Major Figures in English and American Literature," another an "Introduction to Literature." Presumably these courses are at the lower-division level.

Of the two courses being considered as added requirements in Literature prior to the 16th century, one is a general survey of "Early English Masterpieces," the other in Chaucer. But two institutions are eliminating their courses in Chaucer as requirements for the English major.

One institution proposes to add "The Renaissance in England" as a requirement for the major. Five are considering adding a course in Shakespeare to their requirements, one is eliminating its course as a requirement, and another plans to reduce its Shakespeare requirement from 9 to 3 semester-hours. One institution intends to require a course in Milton.

Two institutions are contemplating requiring 18th-century courses, one to be entitled "The New Classicism." Similarly, one intends to add a requirement in 19th-century literature, and another one in 19th-century poetry to their requirements. Only one institution had plans to add a course in contemporary literature. Six were considering requirements in American literature, with one of the courses being in major American writers, the others unspecified. Six also thought it likely that they would add requirements in world literature. Five were planning to add courses in criticism.

Several other general plans were indicated. One institution is planning to replace its period-courses with genre-courses, whereas another planned to return to period-courses. The requirement of genre-courses in "Drama and Criticism," "Modern Poetry," "Poetic Forms and Technique," and the "Novel" was being considered by one institution each. Another plans to specify a required core of 12 semester-hours in literature for all students majoring in English. One planned to add two courses to the total requirements in English for the major.

Two specified that they were considering requiring honors courses, and three were contemplating requiring seminars of various types, one including a senior essay as part of the work in the seminar.

For prospective teachers, one department intended to require a course in the teaching of reading, another a course in methods of

teaching English in the secondary school, and a third a course in children's literature.

The fact that no other reductions in requirements were being studied besides the ones previously mentioned is further evidence that the departments of English are taking steps to define more clearly programs for graduation with a bachelor's degree in English.

Subjects Other Than English

In all, 64 institutions were considering changing their requirements. Of these, three were engaged in radical alteration of their entire curriculums, and two were designing complete revisions of their programs for English majors. The remaining 59 were contemplating adding a total of 123 courses to their present graduation requirements, and removing, or reducing requirements in, 34 courses. The direction of planning clearly continues the trend indicated in the previous section toward greater specificity and away from free electives. More guidance seems likely both in general requirements and in the specific requirements in the major field of study. The customary means of guidance is either to name particular courses or to provide lists of specific courses from which a prescribed number must be chosen to meet an area or major requirement. What has been facetiously described as "the smorgasbord major" seems to be on the way out.

Proposals of general interest being considered by single institutions include dropping the B.S. degree entirely, no longer granting the B.S. degree for English majors, and increasing minors to 24 semester hours. Two institutions are substantially reducing the number of hours required for graduation. One is changing from the quarter to the semester system.

In the Natural Sciences three institutions are considering increasing requirements. In addition, one planned to substitute one 8-hour requirement in the principles of chemistry and one in biology for surveys of the physical and biological sciences. One of the three was considering increasing its requirement in the physical sciences by 8 semester-hours. Another planned to add a course in the history of science. Five institutions reported planning to add requirements in mathematics (one as many as 8 semester-hours), but another one intends to abandon its requirement in statistical methods. All told only three institutions were considering reduction of their requirements in either mathematics or science, so that five more institutions contemplate increasing their

requirements in mathematics and science than contemplate decreasing them, a continuation of the 3-year tendency reported above.

In the Humanities Other than English, 10 institutions contemplate increasing their requirements. Two propose to increase the number of hours required in the general field, one by 3, the other by 8 semester-hours. However, one specifies that, hereafter, requirements in the Humanities must be met by choices from a list of specific courses. Two institutions reported increases in the fine arts requirements. Another stated that art, speech, and music electives were to be more "patterned." Two institutions are considering increasing requirements in foreign languages for all students, and another plans to add one more year of French as a requirement for students majoring in English. Only one institution planned to reduce its foreign language requirements. Two institutions planned to increase requirements in philosophy. Changes proposed in religion offset each other. The only area where net losses seem destined to occur is speech and drama. "Dramatic Production" and "Oral Interpretation" seem destined to lose their status at one institution each.

In the Social Sciences, the slight tendency to reduce requirements seems about to reverse itself. Eleven institutions are considering increasing, and five decreasing, requirements in this area. Three institutions plan general increases in the requirements in this field in amounts of up to 6 semester-hours, and a fourth intends to add 9 hours in economics, sociology, or government. Changes in economics requirements otherwise offset each other. Government and political science show a potential net loss, with one institution adding a course in political science to two removing requirements in American government. Three proposed additions requirements in history contrast with one proposed reduction. One institution is considering eliminating its requirements in sociology.

Of other requirements, the trend to lower requirements in Education seems likely to continue. One institution is adding a requirement in "Tests and Measurements," but three are reducing total Education requirements, one by as much as 6 semester-hours. In addition, one institution is eliminating its requirement in "Public Education" and another is reducing the time allotted to its course in methods. The modest tendency reported above to increase requirements in psychology remains, with three institutions planning to require general psychology.

Two institutions intend to add physical education requirements and one military training.

Special Programs, Methods, Requirements, and Technology

The fact that any particular institution did not mention, on the final page of the questionnaire, any special program, requirement, method, or teaching aid does not prove that it is not in use at that institution. It may be so firmly established as to be taken for granted. As was already apparent in Part I of this report, many chairmen found ways to mention such items earlier, even though the space available did not facilitate such responses. The order in which the following data are presented is arbitrary, and reflects no serious attempt at logical categorization or arrangement in order of importance.

Programs

Honors Programs

Twenty-three institutions reported offering an honors program for students majoring in English. Such courses, as the name would imply, are made available to the more distinguished students on a voluntary basis. Eligibility is determined in a variety of ways, the simplest being the requirement of a minimum grade, such as a "B" average. At some institutions the initiative may come from the student, who must apply to be admitted to the program; in others from faculty members, who invite students whom they consider qualified.

Frequently, perhaps usually, the honors program is substituted for certain specific requirements in English, or if the content of the honors program is interdepartmental, the program may replace some of the general-education requirements. Some institutions provide both departmental and interdepartmental honors programs.

Honors programs may be combined in various ways with features of English programs that are frequently offered by institutions having no honors program. Senior theses, sometimes with an accompanying oral examination; independent study, reading, or research; seminars; and comprehensive examinations often comprise, singly or in groups, a part of the honors program. Honors programs are ordinarily confined to the senior year or the junior and senior years.

Seminars

Twenty-seven institutions report offering the seminar, or colloquium, as part of their English-major program. Although some in-

stitutions provide special seminars for honors students, these institutions also provide seminars for all students majoring in English. Seminars, which are most common in the senior year, are sometimes designed to correlate with, and supplement, other courses in English, as well as to stimulate intensive individual work. Other seminars permit students to concentrate on a particular period or genre. Junior seminars are not unusual. Two institutions begin such instruction in the sophomore year. A few institutions permit the substitution of honors seminars for requirements in subjects outside the major field of study.

Like the honors programs, the seminars are frequently combined with or associated with other special features of the English-major program. Often they are regarded as preparation for a comprehensive examination. They are sometimes related to directed studies or reading, to senior essays or theses, or to independent studies.

Senior Thesis or Essay

Thirty-two institutions reported that they required a senior thesis, or essay, which frequently accounted for 3 units of credit. Nine of the 32 specified that they restrict the thesis to students in honors programs, but among the rest the thesis is apparently required of all students majoring in English. A small number require students to defend their theses in oral or written examinations. The length of the thesis appears quite variable, though most respondents did not volunteer information on this point. The largest requirement stated was from 75 to 100 pages. The thesis is often related to other activities within the program for the major, such as independent study, honors work, comprehensive examinations, and senior seminars.

Interdepartmental and Interdisciplinary Courses

Four institutions report offering interdepartmental, or interdisciplinary, courses as part of the English-major program. Subjects mentioned as combined with English in such courses include history, art, music (or "The Arts"). In one institution this arrangement is part of the honors program, in another the course is presented as an interdepartmental seminar.

Comprehensive Examinations

Sixty-one institutions reported the use of various kinds of comprehensive examinations. Ordinarily these examinations are writ-

ten, sometimes all at once, sometimes in as many as three different periods taking up to a maximum of 9 hours. Six respondents specified the use of oral examinations, five of these using both oral and written examinations. Oral examinations appear to vary from ½ to 1½ hours in length. One institution reports using outside examiners. At another the senior must face a committee of three members of the English department. In some institutions the content is related to honors programs, to seminars or colloquiums, or to a specific sequence of courses, in others to a reading list; still others range over the literature of England and America from the Anglo-Saxon era to the 20th century. Some of the descriptions make the examinations sound rather formidable.

Graduate Record Examinations

Twenty-five institutions require their students to take the Graduate Record Examination, two using it as their comprehensive examination. The form usually specified is the Advanced Test, but some also require the Aptitude Test. Some specify a minimum score on the senior test for graduation. A few mentioned the use of the National Teachers Examination for those desiring to teach at the secondary or elementary levels.

Teaching Aids, Technology

English departments appear to be making use of a considerable variety of machinery in their teaching. Almost certainly, what was reported in the survey understates the current practices because many devices have been used for so long as to be taken for granted. The chief items mentioned were projectors, films, recordings, television, reading machines, and the language laboratory.

Projectors.—The practice of using opaque or overhead projectors in teaching composition is by no means new, but difficulties with equipment in the early days discouraged many users, who have had nothing to do with such gadgets ever since. Eight institutions report the current use of such equipment, the construction of which has in fact been greatly improved. Departments report using the projectors to facilitate class study of individual themes in freshman composition. One department reports that the device enables teachers to handle as many as 80 students at a time in courses on technical writing. The device was reported by one as being especially helpful in demonstrating the revision of manuscripts.

Slides, Filmstrips, and Film Slides.—Eight institutions reported an extensive use of slides and filmstrips to build background in art

for the period in question, to show manuscripts, etc. One makes extensive use of moving pictures.

Recordings (Including Tape).—Nine respondents stressed their use of phonograph and tape recordings. Both literary readings and recorded lectures were mentioned. The genres mentioned, as one might expect, were poetry and drama.

Television.—Six institutions reported extensive use of television. It appears to be used primarily in lectures for freshman and sophomore required English courses over closed circuits. Some institutions are taping the recordings to play back in subsequent years. At two universities the presentations are supplemental, that is, not required of students.

Reading Machines.—Two institutions report that equipment for the improvement of reading is in use by English departments. Instruments mentioned include a reading rate controller, a reading accelerator, and a Renshaw Tachistoscopic trainer.

Language Laboratory.—The language laboratory, so much used by modern language departments, apparently has scarcely found its way into college English yet. Only one college reported using such a laboratory for English instruction.

In conclusion one may say that, although undoubtedly these reports seriously underrate the amount of machinery in use by English departments, the day of the "Last of the English Teachers," as predicted by Charles W. Roberts of the University of Illinois before the Midwest English Conference in 1951, is yet to arrive. Nor is it yet necessary for English teachers to insist, as one wag recommended, that every English classroom have an English teacher—as a standby.

Other Findings

Several institutions described systems for individual conferences on student writing that were provided, not only in the first year, but throughout the undergraduate years.

One institution had developed a tutorial system in its major field.

Most surprising perhaps was a college experimenting with subliminal teaching and extrasensory perception.

One college had developed an elaborate program of providing outside lecturers for students.

One college was using team teaching in freshman and core courses in Western literature.

The workshop method was employed in teaching freshman composition in at least one university.

Qualifying Examinations and Remedial Programs

Several respondents described their qualifying examinations and remedial programs for all students rather than for those majoring in English in particular. Qualifying examinations are usually given in the junior year, but students who fail them may take them again at many institutions. Passing them immediately or else by some prescribed deadline is required for graduation. At schools where such examinations are in use, remedial courses have been devised to enable students to improve their standing on the next examination.

Summary

Nearly half of the institutions involved in the survey (47 percent) reported changes in their curriculums in the three years covered by the survey (1960-63). These changes, both in general requirements for graduation and in specific requirements in English, indicated a trend toward more specific direction by the institution and less leeway for student choice. Indeed the number of institutions that added more requirements for graduation than they removed was twice as great as the number that removed more than they added.

Changes in English Requirements

A definite trend toward requiring credit in courses in writing beyond the freshman year was in progress over the 3-year period. No trend toward eliminating freshman English was indicated. The strongest trend revealed by the survey is toward the inclusion of courses in the English language beyond the freshman year, with 25 institutions adding such requirements vs. 3 removing them. A moderate trend away from the survey of English literature seems to be continuing, but since a number of institutions introduced it, the movement is much less pronounced than those toward advanced writing and English language requirements.

In English literature requirements, there was a slight trend away from medieval literature; a definite trend toward increased requirements in 16th- and 17th- century literature, particularly Shakespeare; and very slight increases in required courses on the later periods of English literature. Requirements in American literature increased modestly throughout the 3-year period, as well as in world or comparative literature. No trends were observed either away from or toward genre-courses.

A modest trend also continues toward increased requirements in criticism, but the trend over the 3-year period, like that away from the survey, lacks the force of the pronounced trend in writing and language requirements.

Changes in General-Education Requirements

Slight increases occurred in requirements in Natural Sciences and Mathematics. The greatest increases in general-education requirements were in foreign languages, with about 5 percent of the responding institutions reporting such increases. In Humanities Other than English, slight increases in requirements were reported in fine arts, music, speech and drama, and religion. Requirements in philosophy, however, were reduced more frequently than they were increased.

There appeared to be a slight tendency to reduce requirements in history, political science and government, and other Social Sciences.

A trend toward decreasing requirements in Education continues, though at a moderate pace.

Psychology made slight gains as a graduation requirement in the 3-year period.

Contemplated Changes in English Requirements (Spring 1962)

Ten institutions plan to increase their advanced writing requirements for the English major. Eleven plan to increase their requirements in the English language, though two are removing such courses as requirements. In addition, one institution is considering requiring a 12 semester-hour "Linguistics Core" as part of its program with an English major. Trends in literature described above seem likely to continue, with requirements in all periods except the medieval growing slightly; the contemplated increases are strongest in Shakespeare, American literature, world literature, and criticism.

Contemplated Changes in General-Education Requirements (Spring 1962)

The planning of the 64 institutions contemplating changes in requirements for graduation continues the trend toward greater direction by the school and less student choice. As requirements, a total of 123 courses may be added (or enlarged), but only 34 re-

moved (or reduced). (These figures also include proposed changes in requirements in English for students majoring in English.) The slight tendency toward increased requirements in mathematics and science seems likely to continue. The trend toward slight increases in requirements in Humanities other than English seems likely to continue, except in speech and drama. The trend away from philosophy seems to have stopped. In the Social Sciences, the trend to reduce requirements seems about to reverse itself, with 11 institutions planning to increase their requirement vs. 5 planning to decrease it. The slow trends toward reducing requirements in Education and slightly increasing them in psychology seem likely to continue.

Part III. RECOMMENDATIONS

Further Studies

Because, as this study has shown, electives represent an extremely large portion of the curriculum at most American colleges and universities, a study of comparable scope should be made of the transcripts of graduates who majored in English to determine what use was made of this portion of the curriculum. Without this information our knowledge of the education of graduates is incomplete.

Unfortunately this study provides little detail about the specific requirements in English for students majoring in English. It shows the number of hours required in English, the directions of change, and some of the special methods and devices employed in instruction. But it does not show from what typical patterns of the major, if any, changes are being made. A study should be made of these patterns.

Requirements in English

The trend toward more adequate instruction in the English language and the development of increased competence in writing reported by this survey should be encouraged. In fact, these emphases have been advocated by leaders of the profession for a generation. Because most students majoring in English become teachers and because English teachers spend a large part of their time in teaching language and composition, it is preposterous that many have no knowledge of the history of their own language, no conception of modern scholarship in the English language, and cannot even write acceptably themselves.

The trend toward spelling out the requirements in English for students majoring in English should be continued, not to the point

of leaving no room for personal choice, but until there is a logical and defensible pattern for English as a major field of study in a bachelor's degree program. Anyone who has examined student transcripts has been shocked by the lack of design that some display. It is inexcusable for a department not to provide for the student majoring in English a program sound enough or extensive enough to be acceptable to most graduate schools.

Requirements in Subjects Other Than English

One of the crucial weaknesses in the general requirements in many institutions is the small emphasis on historical studies. Cultivated Europeans frequently complain that Americans are cut off from the past. This weakness in educational background is an enormous handicap to the teacher of literature. Institutions should reexamine their curriculums to see if requirements in history could be strengthened. If this is impossible, English departments should consider establishing their own requirements or strongly urge students to include history among their electives. Until some other way of strengthening the historical background of students majoring in English is found, English departments will need to continue to provide much of the background themselves, through survey courses, period-courses, required reading, lectures, and the like. The proper preparation of secondary school teachers of history and the effective articulation of secondary school and college courses of history is a matter of utmost importance, since so much of the burden for supplying a historical basis for higher studies is being placed on the secondary schools.

In an age in which the economic interpretation of social change and the psychological analysis of human behavior are so deep a part of our culture, the almost total absence of required study in these fields on many campuses should concern the English departments.

On many campuses, the background provided to students in the related fields of philosophy, the arts, and foreign languages needs strengthening.

The Trend Toward Specificity

In an age in which knowledge is expanding astoundingly, college faculties need to think closely about what knowledge or principles

are essential and to make the curriculum requirements reflect their conclusions. This survey shows that, in some institutions, the elective principle, good in recognizing individuality, has been overworked. Greater specificity in general-education requirements is much needed at institutions where students can acquire degrees by an almost random accumulation of credits. This survey shows a welcome trend toward greater specificity.

APPENDIX

The Questionnaire

OE-DHE 884-7 (4-62)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.

BUDGET BUREAU NO. 51-R388
APPROVAL EXPIRES: JUNE 15, 1963

CURRICULUM PATTERNS IN HIGHER EDUCATION
Programs Leading to Baccalaureate Degree with a Major in

English

(FOR ACADEMIC YEAR 1962-63)

NAME OF PERSON COMPLETING FORM	
TITLE	
TELEPHONE NO. & EXTENSION	

To the Dean

Your institution is one of a group selected for study to determine existing patterns in the undergraduate curriculum for students majoring in certain subject fields. We feel sure you will agree that such a study is overdue, and that the findings will be valuable to academic administrators, faculty members, counselors, and students.

If you are not the appropriate person to supply this information, please refer this form to the departmental chairman or other responsible person. The major field whose curriculum is to be described on this form is designated at the top of this page. For that field, please report the credit units of all required and elective courses for each baccalaureate degree offered.

In entering course credit units, use the "Definitions of Terms" even though they may not agree with the practices at your institution. The definitions are designed to facilitate comparisons of curriculum patterns in the major fields of study. In Part II be sure to list the names of courses and in the appropriate column to the right enter the credit units for each course listed. Part IV is for explanations of items not applicable to your program, e.g., if your curriculum does not fit the pattern illustrated in Part I. Return one completed form for each major field reported, using postage-free envelopes. Your cooperation in completing the questionnaire and returning it promptly will be greatly appreciated by the Office of Education.

Sincerely yours,

R. Orin Cornett
Acting Assistant Commissioner
For Higher Education

Chester L. Neudling
Chester L. Neudling
Specialist for the Humanities
Division of Higher Education

DEFINITION OF CREDIT UNIT AT YOUR INSTITUTION *(check one)*

- ☐ Semester Hour
- ☐ Trimester Hour
- ☐ Quarter Hour
- ☐ Course used as a Unit
- ☐ Other *(specify)*: _____

A "Credit Unit" at this institution represents:

_____ (No.) LECTURE HOURS PER WEEK

_____ (No.) LABORATORY HOURS PER WEEK FOR _____ WEEKS

DEFINITIONS OF TERMS

•• NATURAL SCIENCES & MATHEMATICS INCLUDE:••

1. Biological Sciences: BIOLOGY, general; BOTANY, general; ZOOLOGY, general; ANATOMY & HISTOLOGY; BACTERIOLOGY, VIROLOGY, MYCOLOGY; PARASITOLOGY; BIOCHEMISTRY; BIOPHYSICS; ENTOMOLOGY; GENETICS (including experimental plant & animal breeding); PATHOLOGY (including Plant Pathology); PHYSIOLOGY (including Plant Physiology); BIOLOGICAL SCIENCES, all other.

2. Physical Sciences: PHYSICAL SCIENCE, general (without specific major); ASTRONOMY, CHEMISTRY (excluding Biochemistry; METALLURGY (excluding Metallurgical Engineering); METEOROLOGY; PHYSICS; GEOLOGY; GEOPHYSICS (including Seismology); OCEANOGRAPHY; EARTH SCIENCES, all other; PHYSICAL SCIENCES, not classifiable above.

3. Mathematics & Statistics

•• SOCIAL SCIENCES INCLUDE: ••

1. Basic: SOCIAL SCIENCES, general (without specific major); AMERICAN CIVILIZATION, AMERICAN CULTURE; ANTHROPOLOGY; AREA STUDIES, REGIONAL STUDIES; ECONOMICS (excluding Agricultural Economics); HISTORY; INTERNATIONAL RELATIONS; POLITICAL SCIENCE OR GOVERNMENT; SOCIOLOGY; BASIC SOCIAL SCIENCES, all other.

2. Applied: AGRICULTURAL ECONOMICS; FOREIGN SERVICE PROGRAMS (Consular & Diplomatic Service); INDUSTRIAL RELATIONS; PUBLIC ADMINISTRATION; SOCIAL WORK, SOCIAL ADMINISTRATION; APPLIED SOCIAL SCIENCES, all other.

•• HUMANITIES INCLUDE: ••

1. Architecture (excluding Architectural Engineering).

2. English & Literature (including Comparative Literature).

3. Fine & Applied Arts, including Art, general (general curriculum without major specialization); MUSIC, including Sacred Music (excluding Music Education); Speech & Dramatic Arts (excluding Speech Correction); FINE & APPLIED ARTS, other specific major fields; FINE & APPLIED ARTS, not further classified.

4. Foreign Languages & Literature, including Linguistics (including Phonetics & Semantics); LATIN AND/OR GREEK; MODERN FOREIGN LANGUAGES including Chinese; French; German; Italian; Japanese; Philology & Literature of Germanic Languages; Philology & Literature of Romance Languages; Russian or other Slavic languages; Spanish; Modern foreign languages, all other; FOREIGN LANGUAGES & LITERATURE not classifiable above.

5. Philosophy, including Scholastic Philosophy.

6. Religion, including Religious Education & Bible; THEOLOGY (curriculum leading specifically to first-professional ministerial degree); RELIGION, liberal arts curriculum, nonsectarian; Religion, all other.

7. Arts, general program (without major field).

8. Arts and Sciences, general program

••••• INSTRUCTIONS •••••

1. List normal requirements, even where these may be waived by secondary school credits, special examination, etc.

2. When credit units are variable indicate the range (e.g. Humanities, 12-16 credits).

3. If there is a divisional requirement (e.g., Social Science, 18 credits) without individual subjects being specified, record this figure as a total and omit subtotal breakdown.

4. Where divisional requirements include subjects not listed in the divisional breakdown, enter these credit units on line for specified divisional requirements not listed.

5. If there is a divisional requirement which is partly specified (e.g., Social Science, 18 credits of which 6 credits shall be in History) record both the specified & unspecified credit units in the appropriate blanks in the subtotal column. The sum of the subtotals should equal the total in each instance.

6. In cases of combined divisional requirements (e.g., Social Science and/or Humanities, 18 credits show range (e.g., 0 - 18) for each division, and add "C.R." (Combined Requirements) in same space.

Please use the "DEFINITIONS OF TERMS." above even though they may not agree with the practices at your institution. The definitions are designed to facilitate comparisons of curriculum patterns in the major fields of study. Degree requirements not listed under definitions should be listed under PART I, ITEM 11.

PART I - CREDIT UNITS FOR GRADUATION AS OF ACADEMIC YEAR 1962-63

Check if degree is not given for this major →

LIST ONLY CREDIT UNITS BELOW

I REQUIRED COURSES	NON-TEACHER PREPARATORY MAJORS				TEACHER PREP. MAJORS	
	B.S. DEGREE ☐		B.A. DEGREE ☐		SPECIFY DEGREE GIVEN: ☐	
	TOTAL	SUB TOTAL	TOTAL	SUB TOTAL	TOTAL	SUB TOTAL
a NATURAL SCIENCES						
Biological Sciences						
Physical Sciences						
Specific Natural Science Requirements Not Listed Above						
Unspecified Natural Science Requirements						
b MATHEMATICS & STATISTICS						
c HUMANITIES						
Art (general)						
English & Literature						
Foreign Languages & Literature						
Music						
Philosophy						
Religion						
Speech & Dramatic Arts						
Humanities (general)						
Specific Humanities Requirements Not Listed Above						
Unspecified Humanities Requirements						
d SOCIAL SCIENCES						
Economics						
History						
Political Science (government)						
Sociology						
Interdepartmental Courses						
Specific Social Science Requirements Not Listed Above						
Unspecified Social Science Requirements						
e GEOGRAPHY						
f PSYCHOLOGY						
g EDUCATION						

h	ROTC & PHYSICAL EDUCATION *(If no credit is given, enter "NC"*						
i	LIST TITLES & CREDIT UNITS OF ANY OTHER REQUIRED SUBJECTS NOT LISTED ABOVE: (INCLUDE INTERDISCIPLINARY COURSES)						
j	**TOTAL CREDIT UNITS FOR REQUIRED COURSES**						
2	**CREDIT UNITS FOR ALL ELECTIVE COURSES**						
a	CREDITS IN ELECTED MINOR FIELD						
b	ALL OTHER ELECTED COURSES						
3	**TOTAL CREDIT UNITS REQUIRED FOR GRADUATION** *(This should equal the sum of item 1j and item 2. If not, explain):*						

PART II - CHANGES IN CURRICULUM (Required Courses) *LIST ONLY COURSE NAMES IN THIS COLUMN*		*LIST ONLY CREDIT UNITS BELOW*		
		NON-TEACHER PREPARATORY MAJORS		TEACHER PREP. MAJORS
		B.S. DEGREE	B.A. DEGREE	SPECIFY DEGREE GIVEN:
1	**CHANGES IN LAST 3 YEARS** *(see items a & b. Check here → if no change occurred for this major)*	☐	☐	☐
a	COURSES NOW REQUIRED BUT FORMERLY NOT REQUIRED			
b	COURSES FORMERLY REQUIRED BUT NOT NOW REQUIRED			
2	**CHANGES NOW BEING PLANNED** *(see items a & b. Check here → if no change is planned for this major)*	☐	☐	☐
a	COURSES TO BE REQUIRED (INCLUDE COURSES FORMERLY OFFERED AS ELECTIVES BUT NOT PREVIOUSLY REQUIRED)			
b	COURSES NOW REQUIRED BUT TO BE DROPPED FROM REQUIREMENTS			

(OVER)

		PART III - *(Check one for each question)*		YES	NO
1	PROVISIONS FOR THE SUPERIOR STUDENT				
	a	During the past 10 years, has your department initiated or participated in specific programs, courses, or sections for superior students?			
2	ASSOCIATE DEGREE AND RELATED PROGRAMS				
	a	Does your institution award an associate degree, certificate, diploma, or other award based upon completion of 2 years of academic study at the freshman-sophomore level?			
	b	If yes, will the completion of the first two years of the 4-year curriculum reported in PART I meet the requirements for the associate degree, diploma, certificate, or other award at your institution?			
3	ENGLISH COURSES				
	a	Are the required English courses reported in PART I:	SPECIAL COURSES FOR STUDENTS IN THIS MAJOR CURRICULUM?		
			SPECIAL SECTIONS OF REGULAR ENGLISH COURSES?		
			REGULAR ENGLISH COURSES WITH NO SPECIAL TREATMENT?		
	b	Are there any special features of the required English courses for this major curriculum (such as television, teaching machines, or unusual methods)?			
	c	If yes in item 3b, describe:			

PART IV

EXPLANATION OF ITEMS NOT APPLICABLE TO YOUR PROGRAM, e.g., IF YOUR CURRICULUM DOES NOT FIT THE PATTERN ILLUSTRATED IN PART I. *(Include any specific requirements for graduation not covered in Part I, such as comprehensive examinations, senior thesis, etc.)*

☆U. S. GOVERNMENT PRINTING OFFICE: 1965—779-929